

UNIVERSITY OF LOUISIANA AT LAFAYETTE (UL-Lafayette)
LHC Group · Myers School of Nursing
SIMULATION PROGRAM POLICY AND PROCEDURE MANUAL



University of Louisiana at Lafayette
LHC Group · Myers School of Nursing

Simulation Program Policy and Procedure Manual

Disclaimer: Written policies and procedures approved by faculty and administrators in the LHC Group·Myers School of Nursing take precedence over any circumstances or situations not addressed in this document.

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Front Matter

Glossary

Semester Coordinator – UL LHC Group · Myers School of Nursing Faculty member who coordinates courses in the semester in which they are assigned.

Simulation Educator – UL LHC Group · Myers School of Nursing Faculty member who teaches in the UL Lafayette Simulation Program

Simulation Lab Staff – staff of the Simulation Program that are not simulation educators. Includes but is not limited to: Simulation Operations Specialist, Lab Assistants, and Information Technologist.

Simulation Operations Specialist – a lead member of the simulation staff who provides day-to-day oversight of Simulation Program activities.

Simulation Program Coordinator –coordinates the UL Lafayette School of Nursing Simulation program and chairs the UL Lafayette School of Nursing Simulation Committee.

Appendices

- Learning Resource Center Loan Agreement (Appendix A)
- Organization Chart - CONHS (Appendix B)
- Organization Chart – Simulation Program (Appendix C)
- Simulation Contract and Confidentiality Agreement (Appendix D)
- Simulation Laboratory Guidelines (Appendix E)

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Section 1: INTRODUCTION & GENERAL SIMULATION PROGRAM POLICIES

1.1. Introduction/Philosophy

Over the past 20 years, the UL Lafayette LHC Group · Myers School of Nursing has expanded its use of simulation to prepare nurses for safe, effective, and efficient practice in an increasingly complex healthcare environment. Simulation helps students develop and hone knowledge, skills, and abilities and bridges the gap between the classroom and real-life clinical practice. It is a valuable tool for providing students with exposure to diversity, high-risk, low-volume events, and interprofessional learning experiences. The School of Nursing is committed to providing the necessary infrastructure for ensuring quality evidence-based simulation education.

1.2. School of Nursing & Simulation Mission Summary

Faculty in the LHC Group · Myers School of Nursing seek to promote, expand, and validate scientific knowledge and evidence-based practice to advance health. The School of Nursing provides an atmosphere of scholarly inquiry, an appreciation of professional values, interprofessional collaboration, and active community service.

1.3. Simulation Program Mission

The mission of the Nursing Simulation Program is to integrate best practices in simulation education and research to support curricula that focus on improving patient outcomes and fostering a culture of learning and development, ultimately contributing to the advancement of nursing practice and healthcare.

1.4. Simulation Program Vision

The vision of the Nursing Simulation Program is to empower nursing graduates and healthcare professionals with the knowledge, skills, and abilities to inspire innovation and excellence in healthcare delivery as a Regional Simulation Center.

1.5. Simulation Standards

The UL Lafayette LHC Group · Myers School of Nursing Simulation Program strives to follow the standards of best practices set forth by the International Association of Clinical Simulation in Nursing (2021). The standards address prebriefing, simulation design, facilitation, the debriefing process, operations, outcomes and objectives, professional integrity, simulation-enhanced interprofessional education, and evaluation of learning and performance.

1.6. Standardized Participants

A standardized participant (SP) is a person trained to consistently portray a patient or other individual in a scripted scenario for the purpose of instruction, practice, or evaluation. Simulation Educators have the option of using an SP in simulation-based activities (SBA). SPs are portrayed by faculty, student workers, and/or community volunteers. The simulation program and Simulation Educators will follow guidelines published by The Association of Standardized Patient Educators (ASPE) to ensure a safe work environment and appropriate role preparation for SP actors (2017). The Simulation Educator or Simulation Operations specialist will recruit, schedule, and prepare SPs for their role in SBAs. SPs will be provided with adequate

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information about the SBA so informed decisions about participation can be made. SP's self-identified boundaries (i.e., modesty, limits to physical touch) will be respected. The SP can opt-out or terminate the SBA if they feel threatened or deem the situation harmful by communicating the safe phrase "my cousin Vinny" to the simulation facilitator. SP actors will maintain the principles of confidentiality related to the specific simulation event in which they are engaged. All SP actors will sign and adhere to the Simulation Contract and Confidentiality Agreement.

1.7. Code of Ethics

The UL Lafayette LHC Group · Myers School of Nursing Simulation Program abides by the Society for Simulation in Healthcare *Simulationist Code of Ethics*. The code aims to foster an ethical culture among all individuals and organizations involved in healthcare simulation and asserts the ethical values of integrity, transparency, mutual respect, professionalism, accountability, and results orientation. The *Simulationist Code of Ethics* can be accessed and read in its entirety on the Society for Simulation's website at <https://www.ssih.org/SSH-Resources/Code-of-Ethics>.

1.8. Accreditation

The UL Lafayette LHC Group · Myers School of Nursing Simulation Program strives to maintain the Core and Teaching/Education accreditation standards set forth by the Society for Simulation in Healthcare (2021). The seven core standards include 1) Mission & Governance, 2) Program Management, 3) Resource Management, 4) Human Resources, 5) Program Improvement, 6) Integrity, and 7) Expanding the Field (Society for Simulation in Healthcare, 2016). Teaching/Education standards include 1) Educational Activities, 2) Educational Activity Design, 3) Qualified Educators, and 4) Evaluation and Improvement.

1.9. Simulation Certification

The UL Lafayette LHC Group · Myers School of Nursing Simulation Program supports Simulation educators and staff attainment of simulation certification.

1.10. Organizational and Departmental Governance (Organizational Charts)

See Appendix B and C

1.11. Simulation Committee

The Simulation Committee consists of at least eight faculty members representative of all levels, the Simulation Operation Specialist, one junior level, and one senior level student. Standing Simulation Committee meetings are scheduled for the first Thursday of the month during the academic year. The purpose and objectives of the committee are to (a) identify simulation and equipment needs, (b) ensure appropriate and relevant curricular integration of simulation into undergraduate and graduate nursing programs, (c) locate potential funding sources and submit grant applications, (d) promote faculty development in the use of simulation for teaching and learning, (e) collaborate with communities of interest, and (f) report accomplishments annually to the faculty and submit goals for the next academic year.

1.12. Simulation Integration within Curriculum

Simulation-based learning (SBL) is an integral part of the nursing curriculum and is embedded into clinical courses where appropriate. The LHC Group · Myers School of Nursing BSN Curriculum Committee continually evaluates the use of SBL in the curriculum to ensure appropriate and best use. SBL is

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introduced to students in the undergraduate program in NURS 208, Fundamentals of Caregiving, and is integrated throughout the curriculum culminating with the final clinical course, NURS 418, Adult Health and Illness II. As students progress through the curriculum, the level of complexity of simulated cases increases incrementally to align with course content and the expected level of knowledge, skills, and abilities of the student. In the graduate program, simulation is utilized in NURS 507 Health Assessment and Diagnostic Reasoning.

The BSN Curriculum Committee meets monthly during the academic semester and is comprised of the Department Head, BSN Coordinator, Simulation and Semester Coordinators, four faculty members, and two student representatives. The simulation learning experience is maintained as a standing agenda item for the BSN Curriculum Committee to ensure continuous evaluation of appropriate use within the curriculum.

1.13. Simulation Lab Guidelines

To minimize risk to participants and equipment, all individuals using the UL Lafayette LHC Group · Myers School of Nursing Simulation Labs are expected to adhere to the Simulation Lab Guidelines (Appendix E) and to sign the Simulation Contract and Confidentiality Agreement (Appendix D).

The Simulation Labs provide a learning resource for nursing students, health science students, nursing and health science faculty, and other learners participating in interprofessional learning opportunities. They are intended to simulate a clinical environment to provide the level of realism/fidelity required to promote experiential learning. The equipment in the labs is fragile, expensive, and must be protected from damage. The labs expose students to hazards that may be encountered in clinical settings, such as sharp instruments and glass ampules. Expected behaviors are outlined in the Simulation Laboratory Guidelines (Appendix E). All Simulation Lab student users are expected to conform to the UL Lafayette LHC Group · Myers School of Nursing Simulation Laboratory Guidelines.

1.14. Simulation Lab Concerns and Grievances

A concern is a verbal or written expression of dissatisfaction, and a grievance is a wrong or injustice. Concerns and/or grievances can be brought forth by students, educators, and Simulation Lab staff. There are a variety of methods by which an individual can express their concerns and grievances, including verbal or written communication, or through the annual LRC survey. Specific issues should be addressed with the individual source of concern whenever possible. If a satisfactory resolution is not achieved, the complaint or grievance is taken to the next step in the chain of command. The chain of command for the Simulation Program is as follows: Simulation lab staff (supply/equipment issues), Simulation Educator, Semester Coordinator, Simulation Program Coordinator, BSN Coordinator, Department Head, Associate Dean, and Dean. The Simulation Program will make every effort to address concerns and grievances appropriately. Student grievances with academic decisions such as awarding of grades or exam results will be managed according to the UL LHC Group · Myers School of Nursing Appeal of Grades policy (see student handbook).

1.15. Simulation Policy and Procedure Development, Revision, and Approval

The Simulation Policy and Procedure Manual is developed, revised, and approved by the UL Lafayette LHC Group · School of Nursing Simulation Committee, and administration. The Policy and Procedure Manual is reviewed annually by the Simulation Committee for necessary revisions and updates. Policy and Procedure Manual review is a standing agenda item for the first Simulation Committee meeting of each academic year.

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Section 2: GENERAL SIMULATION LAB POLICIES & PROCEDURES

2.1. Physical Description

Location – The main facility is located on the second floor of VL Wharton Hall. All LHC Group · Myers School of Nursing classrooms, lab facilities, and educator and administrative offices are in Wharton Hall.

Hours of Operation and After-Hours Access – The Simulation Labs are open to student and faculty use from 8:00 am to 4:30 pm Monday through Thursday and Friday from 8:00 am to 12:00 pm. After-hours and weekend access must be approved in advance by the Simulation Lab staff and the Department Head before a simulation event can be scheduled. After-hours use of the Simulation Labs is limited to individuals and groups actively participating in a program approved by the LHC Group · Myers School of Nursing.

2.2 Equipment and Supply Inventory

It is the policy of the UL Lafayette LHC Group · Myers School of Nursing Simulation Program to maintain and update facilities and equipment based on an inventory of usage. The Simulation Lab staff replenishes equipment and supplies as necessary to meet the needs of users. The Simulation Lab staff orders software, equipment, medical supplies, etc.; maintains proper functioning of equipment, and troubleshoots and resolves technical issues.

The Simulation Lab staff restocks supplies at the beginning of each semester and as needed during semesters. When supplies are running low, the Simulation Educators notify Simulation Lab staff in a timely manner to allow for restocking or ordering. Simulation Lab staff must be notified of any damaged, malfunctioning, or missing equipment/furniture/supplies.

Supplies needed for each simulation are provided to students. Personal clinical supplies such as a stethoscope, penlight, and calculator are the responsibility of the student and are not provided. It is the expectation of the students and faculty that all supplies are returned to their designated storage area, that unless soiled, all linens should be refolded and placed back in the cabinet and that all soiled linens should be placed in the linen hamper for cleaning. Also, students and faculty are expected to restock reusable supplies and refrain from reusing needles/sharps under any circumstances.

2.3. University Purchasing of Equipment and Supplies

Ongoing supply needs are budgeted and procured by the Simulation Lab staff on an annual basis. The Simulation Program maintains an inventory database that includes the date of purchase, date of repairs, maintenance contract expiration dates, and completion dates of scheduled maintenance. Simulation equipment/technology life cycle estimates are based on the age of the equipment, hours of use, and serviceability, and are used to project the need for equipment/technology replacement, refurbishment, and/or retirement. The Simulation Committee maintains an ongoing prioritized list of equipment to be purchased. Major equipment purchases are made after a reasonable evaluation of available products. At a minimum, the Simulation Operations Specialist and educators who will be using the equipment evaluate potential products for purchase. Simulation Educators and the Simulation Operations Specialist select which products to evaluate based on information provided by vendors, products showcased at national and regional simulation conferences, and recommendations from other simulation programs or simulation professionals. After appropriate products are identified, bids are obtained from potential vendors as required by the State of Louisiana purchasing regulations. Nursing administrative personnel are involved in product evaluation and purchase. Once equipment and supply purchases are approved, the Simulation Operations Specialist is responsible for coordinating the purchase, delivery, and setup of the new equipment. Simulation Educators and the Simulation Operations Specialist arrange training on new equipment with vendors, as necessary.

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The Simulation Committee seeks outside sources of potential funding such as grants for equipment purchases exceeding budget limits.

2.4. Storage and Maintenance of Simulation Equipment and Supplies

The Simulation Program Staff is responsible for the storage and maintenance of all simulation equipment and supplies.

After each use:

- Wipes down all manikins and low-fidelity skills trainers to remove all adhesives, moulage, and markings.
- Drains all fluids and flushes the tubing system. Tops off all fluids as needed.
- Cleans and disinfects all equipment as per directions and equipment instructions.
- Assesses all task trainers, manikins, and medical equipment for obvious damage, leaks, necessary part replacements, and cleanliness. If not in use or scheduled to be used, once wiped, drained, and dried, stored in an appropriate area.
- Checks supply of sheets and replaces as needed. Changes dirty/wet linen and clothing.
- Returns unused disposables to storage.
- Powers off simulators, PCs, and patient monitors.

Weekly:

- Cleans and inspects all equipment.
- Wipes down skin/covers. Removes any adhesive, moulage, or markings left on the skin.
- Calibrates all sensors and monitors (including video/audio systems).
- Turns on and tests all electronic devices, and checks/replaces batteries as needed.
- Completes a test run on simulation software to ensure proper functioning.
- Drains all fluids and flushes the tubing system. Tops off all fluids as needed. Adds anti-fungal agents or other protective solutions as needed.
- Changes dirty/wet linen and clothing.

Monthly:

- Inspects (and if needed replaces) all disposable parts.
- Assesses for wear and tear that might need major work or factory service

Annually:

- Schedules and coordinates preventive maintenance of equipment through respective vendors.

As Needed:

- Contacts vendor for onsite maintenance or verbal/written guidance if equipment issue is unable to be successfully resolved.

Storage

- Access to simulation labs and supply and equipment areas is restricted. Equipment and supply storage areas remained locked, and access is restricted to the Simulation Program Staff, Simulation Program Coordinator, and building manager. Simulation labs are locked after hours and when simulation lab personnel or educator supervision is not available.

2.5. Audiovisual Equipment Storage

Audiovisual equipment is stored in the assigned storage areas. All Simulation Labs are locked when not in use. Key access to Simulation Labs is maintained by the Simulation Program Staff, Simulation Program Coordinator, building manager, and administrative assistant in the Dean's office.

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2.6. Use of Simulators and Simulation Labs by Outside Entities

It is the policy of the LHC Group · Myers School of Nursing that simulators must be operated only by trained operators. Departments outside the School of Nursing requesting the use of simulators are required, at a minimum, to employ the Simulation Operations Specialist. Reimbursement is also required for supplies and any expenses that may be incurred because of damage to the equipment.

Procedure:

1. Requests shall include:
 - a. The date(s) and time(s) simulator is requested for use.
 - b. The person conducting the simulation
 - c. The type of simulation to be conducted
 - d. The training level of students and educators involved.
 - e. Mutually agreed upon commitment from and compensation for Simulation staff and/or Simulation Educators.
2. Permission is granted or denied depending on the availability of the Simulation Lab, simulators, and the simulator operator with respect to the School of Nursing teaching/learning needs.
3. Entities outside of the School of Nursing requesting the use of simulators and/or the simulation laboratory will obtain permission from the Simulation Program Coordinator. All use of simulators and/or simulation laboratories will be evaluated for appropriateness by LHC Group · Myers School of Nursing and Health Sciences administrators and/or the Simulation Program Coordinator.

2.7. Use of Outside Presenters/Instructors

Simulation Educators using outside presenters/instructors inform and receive approval from the Simulation Program Coordinator and coordinate with the Simulation Operations Specialist PRIOR to engaging the outside presenter/instructor.

2.8. Visiting Tours

Requests for tours of Simulation Labs are processed by the Simulation Operations Specialist based on availability.

2.9. Equipment and Supply Loans

Requests for equipment and supply loans must be approved by the School of Nursing Department Head and coordinated with the Simulation Operations Specialist. Due to the expense and fragility of the technology, equipment and supply loans will be determined on an individual basis and approval is limited. See appendix A for the Learning Resource Center Loan Agreement Form.

Section 3: RESPONSIBILITIES & ACCOUNTABILITY

3.1. Simulation Program Educators and Staff

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Simulation Program Educators include the Simulation Program Coordinator and faculty in the School of Nursing who teach undergraduate and graduate courses that contain a simulation component. Simulation Lab staff include the Simulation Operations Specialist, Lab Assistant of Skills Lab, Lab Assistant of Computer Lab, Information Systems Coordinator, Lab Assistant of Audiovisual Lab, and graduate assistants and student workers assigned to the UL Lafayette Simulation Program.

Simulation personnel in the UL Lafayette School of Nursing Simulation program can be contacted by phone Monday –Thursday 8:00 AM – 4:30 PM and Friday 8:00 AM-12:00 PM at 337-482-5608.

3.2. Simulation Staff Responsibilities

The duties of the UL Lafayette School of Nursing Simulation Program staff include, but are not limited to:

- Collaborating with educators to determine student requirements and correlating those requirements with course objectives to assist in the development of appropriate and effective healthcare simulation equipment set-up and simulation sessions.
- Providing support for students and educators to improve competencies and skills in meeting course objectives.
- Maintaining and updating facilities and equipment inventory.
- Promoting the use of the Simulation Labs, and scheduling and coordinating training sessions to provide for interprofessional education.
- Scheduling of rooms and equipment.

3.3. Simulation Staff Orientation

New simulation staff are oriented to the Simulation Program, Simulation Labs, supply and equipment usage and storage, and simulation policy and procedures through a directed orientation and mentorship model. A needs assessment is used to determine the need for additional simulation pedagogy education on an individual basis.

3.4. Simulation Faculty Development, Simulation-related Education, and Certification

Simulation Educator faculty development is an ongoing process. All faculty teaching with simulation-based education receives (at a minimum) a general orientation to healthcare simulation pedagogy, a course-specific orientation to simulation, and a pre-briefing and debriefing course. In addition, new simulation educators are paired with a mentor for ongoing support. After one year of teaching with simulation, the new Simulation Educator's facilitation of simulation is observed by the Semester Coordinator or an experienced simulation educator. The observer uses the Simulation Facilitator Observation Tool to provide feedback to the Simulation Educator and recommend further faculty development if needed. In subsequent years, Simulation Educators' debriefing skills are assessed by the Semester Coordinator or an experienced Simulation Educator annually using the Debriefing Assessment for Simulation in Healthcare (DASH) tool.

The Simulation Committee works with the Committee on Research, Scholarship, and Faculty Development to conduct periodic needs assessments and plan for Simulation Educator faculty development. In addition to simulation education provided by the Committee on Research, Scholarship, and Faculty Development, every five to seven years, the LHC · Myers School of Nursing contracts with a respected healthcare simulation firm to provide a two-day Simulation Foundations course for simulation educators. Simulation educators are supported and encouraged to attend other local, regional, and national simulation educational opportunities as the budget allows in accordance with travel policies for the Department, College, University, and the

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State of Louisiana. The department supports the attainment and ongoing maintenance of simulation certifications.

3.5. Simulation Program Educator Responsibilities

The responsibilities of the Simulation Educator include, but are not limited to:

- Adhere to simulation standards of best practice.
- Maintain a psychologically safe and engaging learning environment.
- Utilize best practices in the development, design, and evaluation of simulated scenarios and sim lab activities.
- Work with BSN and Graduate Curriculum Committee members to integrate additional simulation experiences as appropriate.
- Participate in the personal development of simulation-related knowledge, skills, and competencies.
- Reserve laboratory time for simulation activities by the conclusion of the semester prior to the scheduled activity.
- Request equipment and supplies at least one week prior to the anticipated utilization date.
- Ensure students leave labs clean and in order prior to depart.
- Ensure students are not left in Simulation Labs unattended, unless otherwise prearranged.
- Provide ongoing input and feedback to Simulation Lab staff for continuous quality improvement and quality assurance.

3.6. Student Responsibilities

Students are expected to arrive prior to the start time of their session as determined by the instructor and abide by the following requirements:

- Participate in a Simulation Lab orientation provided by Simulation Educator and/or Simulation Lab staff.
- Read and acknowledge the Simulation Contract and Confidentiality Agreement (Appendix D).
- Adhere to the Simulation Laboratory Guidelines and Code of Conduct.
- Complete pre-simulation assignments PRIOR to lab attendance.
- Gather and return equipment used for skill performance.
- Approach situations and scenarios as if they are actual patient interactions.
- Maintain safe practice.
- Maintain cleanliness of the area.
- Dispose of sharps appropriately.
- Display professional courteous conduct showing respect and consideration for self and others.

3.7. Confidentiality, Distribution, and Retention of Simulation Data

All simulation scenario practice sessions, video recordings, and student records are considered confidential and are the property of the University of Louisiana at Lafayette. All interactions with simulators should be treated as real client experiences. Discussion of scenarios or information outside of these parameters is considered a violation of the Simulation Contract and Confidentiality Agreement (Appendix D). Simulation Educators, staff, students, observers, and standardized participants are expected to adhere to the Simulation Contract and Confidentiality Agreement and uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. This applies to both face-to-face encounters and virtual encounters. Students should report any violations to the Simulation

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Educator. Simulation Educators and/or staff should report any violations to their respective Semester Coordinator or the BSN Program Coordinator.

All simulation data, video recordings, and electronic and non-electronic documents are stored in a secured location and are retained up to 46 working days into the following semester in accordance with university policy governing student evaluation data. Video recordings used solely for teaching purposes during debriefing and peer review are deleted after use. Retained recordings and electronic documents are maintained on a secured server under password protection. Retained non-electronic documents are stored by the respective Simulation Educator in an office storage cabinet under lock and key. Access to retained records is restricted to the appropriate Simulation Educator and staff of the Simulation Program.

In some situations, confidentiality may be limited. These include instances of unsatisfactory performance, collection of data for research studies, internal review and quality improvement purposes, or when continuing education credits are awarded for course participation. In the event of unsatisfactory performance, evaluation data may be reported to the appropriate faculty and administrators within the School of Nursing. When research is conducted, investigators conducting studies are required to obtain UL Lafayette Institutional Review Board (IRB) approval. Student anonymity and confidentiality will be protected. When continuing education credits are awarded for course participation, the release of the participant roster to the accrediting body may be required.

3.8. Scheduling and Cancellation Procedures

Guidelines for preparation for activities in the Simulation Lab:

Semester Coordinators must notify the Simulation Operations Specialist to reserve lab space for planned sessions. The schedule must be confirmed with the Semester Coordinator and/or Simulation Educator by the Simulation Operations Specialist. Routine schedule requests made by a Simulation Educator for any equipment or supplies must be made with an LRC staff member within 10 business days of a scheduled event.

Simulation Educators shall complete schedule requests with the Simulation Operation Specialist for any equipment or supplies to be used in the classroom or labs.

- a. Permission to borrow supplies and equipment is granted or denied depending on the availability of these items and with respect to the School of Nursing teaching/learning needs and budget.
- b. The length of time borrowed items are on loan will be determined prior to their release from the Simulation Lab.
- c. The borrower is responsible for returning the items in the same condition as upon loan. The borrower is responsible for repairs or replacements to any items damaged during the loan period.
- d. Request for lab resources should be submitted in writing.

The Simulation Operations Specialist is to be notified of any cancellation and/or rescheduling of simulation activities 48 hours prior to the originally scheduled simulation.

3.9. Simulation Educator Orientation

All new Simulation Educators will receive a department-level orientation to simulation. A more specific course-level simulation orientation will be individually tailored to each Simulation Educator based on their role with simulation within their respective course. Semester Coordinators are responsible for facilitating

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course-specific orientation. The Simulation Program Coordinator is responsible for facilitating the department-level orientation to simulation.

3.10. Student Orientation

Students receive an orientation to the Simulation Program prior to their Simulation Lab experience. Orientation includes, but is not limited to, the Simulation Laboratory Guidelines, the Simulation Policy and Procedure Manual, confidentiality expectations, and the simulated environment (equipment, manikins, and supplies). Semester Coordinators schedule and coordinate student orientation with the Simulation Operations Specialist and Simulation Educator(s). A simulation prebriefing is conducted prior to scenario practice. A well-designed and executed prebriefing sets the tone for the scenario and debriefing. Prebriefing activities include, but are not limited to, clarifying expectations, review of scenario objectives, and orientation to the simulated environment.

3.11. Psychological Safety

The School of Nursing Simulation Program is committed to ensuring a psychologically safe and engaging learning environment. In the event of psychological concern or distress during any phase of the simulation experience, Simulation Educators offer first-line support or assistance to students. If additional assistance or resources are needed, the student is referred to the University's Counseling and Testing Services. Any Simulation Educators or Simulation Lab staff requiring assistance are referred to the University's Counseling and Testing Services.

3.12. Faculty and Student Evaluation of Simulation Activities

The School of Nursing Simulation Program utilizes a variety of methods for collecting evaluation data on simulation activities. Data is collected via Simulation Educator and student surveys of simulated scenarios, annual Learning Resource Center (LRC) surveys, student participation in annual focus groups, and student representation on various departmental committees. Data collected is analyzed by the School of Nursing Program Evaluation Committee and results are forwarded to the Curriculum and Simulation Committees as part of the quality improvement process.

3.13. Travel-related Activities for Students, Simulation Educators, and Simulation Lab Staff

Students, Simulation Educators, and Simulation Lab staff are to comply with travel policies set forth by UL Lafayette.

3.14. Research in Simulation and Related Activities

Regular evaluation and assessment of the Simulation Lab research studies are a vital part of maintaining a productive and efficient research program. Participation in well-designed and implemented research is a goal of the Simulation Program. Any grants or research activities that require the use of the Simulation Lab, its resources, and/or time from its Simulation Educators or Simulation Lab staff should be coordinated with the Simulation Operations Specialist and/or the Simulation Committee.

Researchers within the Simulation Program follow the University's Institutional Review Board policies and general University and College research guidelines. It is the responsibility of the principal investigator to ensure that data is being collected, retrieved, and/or destroyed accurately and according to university or departmental policies.

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Section 4: SIMULATION PROGRAM EVALUATION AND QUALITY IMPROVEMENT PLAN

In accordance with the School of Nursing Simulation Lab's mission to improve patient safety and clinical outcomes using healthcare simulation, the program actively contributes to quality improvement initiatives identified by the School of Nursing. To contribute to the QI process, the School of Nursing faculty and staff participate in departmental committees and develop simulation-based education to support proposed initiatives.

The School of Nursing believes that learner and instructor feedback provides the best means to identify areas for opportunity and potential improvement. To encourage this type of dialogue, the Student Evaluation of Scenario and Faculty Evaluation of Scenario survey tools include an open-ended question about how the learner's session could be modified to suit his/her needs better. Simulation Committee, Program Evaluation Committee, and clinical course meetings are other means by which the Simulation Educators and administration can review and discuss current practices and receive feedback from key stakeholders.

All complaints and suggestions are taken very seriously and continue to be discussed in course and Simulation Committee meetings until a successful resolution is reached. Utilization of learner feedback enables the Simulation Program to identify ways to improve course planning, debriefing, student enrollment, and access to course materials.

Section 5: SCENARIO DEVELOPMENT, IMPLEMENTATION, & RESOURCES

5.1. Scenario Development and Equipment Integration

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

The School of Nursing Simulation Program is committed to making the simulated setting as realistic as possible. The Simulation Program Staff works with Simulation Educators to identify appropriate equipment and supplies for creating a realistic simulated setting for each case scenario. Newly developed scenarios are piloted for one semester to evaluate feasibility, appropriateness, and contribution to achieving objectives for the simulation experience. Revision of scenarios is systematic and ongoing.

5.2. Scenario Authorship and Ownership

Simulation scenarios and associated products developed by Simulation Educators are the intellectual property of the UL Lafayette School of Nursing.

5.3. Simulation Scenario Preparation and Set-up

It is expected that the Simulation Educator will review the scenarios thoroughly prior to class and work with the Simulation Program Staff to obtain supplies and equipment. Simulation Educators must schedule time

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with the Simulation Operations Specialist a week prior to running through any new or revised scenario being presented. The Simulation Operations Specialist is available to assist Simulation Educators with scenario preparation and setup.

5.4. Debriefing

In accordance with the INACSL Standards of Best Practice: Simulation Debriefing (INACSL, 2021), all simulation-based learning experiences will include a planned debriefing session using reflective practices to ensure the best possible learning outcomes and improve future performance. It is the philosophy of the School of Nursing that debriefing is a critical component of the simulation exercise. Debriefing provides immediate feedback after the simulated experience and is a reflective critical thinking analysis and communication tool for participants of the simulation exercise. Participants have time to reflect on their performance and receive constructive feedback from Simulation Educators and/or peers. Debriefings will be facilitated in a psychologically safe learning environment by Simulation Educators who possess debriefing skills.

5.5. Scenario Use

It is the responsibility of the Simulation Educators and Semester Coordinators developing scenarios ~~and~~ to ensure that all cases include current acceptable best practices and standards of care.

5.6. Recording Simulation and Debriefing Activities

Simulated scenarios and debriefing activities may be recorded. Participants are notified of the intent to record in advance and a consent is signed at the start of each semester. Recordings may be used for:

- Providing feedback to students during debriefing
- Assessing performance
- Internal review and quality improvement purposes
- Evaluation and improvement of teaching and assessment processes

Video recordings are deleted after use with debriefing unless retained for one of the aforementioned reasons. All audio/video recordings are stored under password protection in the program management system on a secured server. Access to retained records is restricted to the appropriate nursing Simulation Educators and staff of the Simulation Program. Any copying, duplication, or other forms of distribution of audio or video footage released by Simulation Educators, staff, or students is prohibited. Violation of this policy may result in student dismissal or educator/staff termination.

5.7. Just-in-Time (JIT) Training Stations

The purpose of these training stations/sessions is to provide student access to additional individual and self-directed skill practice opportunities.

1. Educators or students may schedule JIT practice sessions.
2. Students failing to report for a scheduled JIT session will be reported to the supervising educator.

Section 6: SAFETY PROCEDURES

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6.1. Emergency Procedures

All educators/staff are to ensure that lab rooms are secure and safe when using the rooms. Doors should be locked when not in use. It is the responsibility of the educators and students to be aware of the location of emergency exits on each floor of Wharton Hall. Maps are posted near the elevators marking the evacuation route and the Designated Rescue Area. The Designated Rescue Area is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who need assistance should identify themselves to the Simulation Educator. In case of a fire, all persons are expected to evacuate the building. Fire extinguishers are located throughout each hallway and close to the stairwells of each floor. In the event of a fire, auditory alarms will sound, and visual alarms will be displayed.

6.2. Required Identification

Unless otherwise instructed, students performing clinical skills are expected to wear clinical attire while in the clinical simulation center. Students should adhere to the same requirements as in the clinical setting. (Student Handbook, Student Uniform Policy, 6/017).

6.3. General Safety

All students are instructed on safe handling techniques prior to practice and demonstration. Students should use caution when practicing lifting skills and should not lift a manikin or heavy object without assistance. The wheels of all equipment (beds, wheelchairs, stretchers, etc.) are to be locked during practice and after use. There is a first aid kit located in the LRC if needed. Any accident or injury needs to be reported immediately to the Simulation Educator and/or simulation lab personnel. An incident report is completed for all accidents/injuries.

6.4. Hazardous Waste/ Sharps Policy

All sharps used in the Simulation Lab should be disposed of in the approved receptacle (sharps containers). Sharps containers are readily available in all Simulation Labs. Full sharps containers are reported to Simulation Lab personnel or Simulation Educator. A designated transporter removes all sharps containers from each lab.

6.5. Defibrillation

Defibrillators used in the simulation lab are real (not simulated) defibrillators. To ensure participant safety when defibrillators are used, the maximum electric output allowed is 20 joules. Users are required to maintain all recommended safety precautions for defibrillators. "I'm clear, you're clear, we're all clear" must be stated prior to each shock to ensure safety. Before delivering a shock, users must PAUSE and visually look around to make sure team members are not touching the bed and/or the simulator.

6.6. Medications

Labeling for all medications, both simulated and real, indicates that they are for simulated use only.

6.7. Latex Policy

Students and Simulation Educators are informed that some of the equipment in the Simulation Lab/LRC contain latex. Those with a known sensitivity/allergy to latex are required to contact the Simulation Operations Specialist PRIOR to engaging in any activity in the lab. Every effort is made to replace

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equipment with latex-free substitutions. All users who suffer from latex allergies should take precautions while using or handling latex equipment by wearing non-latex gloves

6.8. Food/Drink Policy

Food is not permitted in Simulation Labs. Food and beverages are permitted in the lobby and classroom spaces.

6.9. Incident Reporting

A UL Lafayette Incident Report will be completed by the Simulation Lab staff and Simulation Educator and directed to the proper administrative personnel within the CONAHS for all incidents or injuries associated with the Simulation Lab.

References

- International Association for Clinical Simulation in Learning [INACSL] (2021). Standards of best practice: Simulation. [https://www.https://www.nursingsimulation.org/article/S1876-1399\(21\)00093-1/fulltext](http://www.https://www.nursingsimulation.org/article/S1876-1399(21)00093-1/fulltext)
- Lewis, K. L., Bohnert, C. A., Gammon, W. L., Holzer, H., Lyman, L., Smith, C., Thompson, T., Wallace, A., & Gliva-McConvey, G. (2017). The Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP). *Advances in Simulation*, 2(10). <https://doi.org/10.1186/s41077-017-0043-4>
- Society for Simulation in Healthcare [SSH]. (2021a). Core standards and measurement criteria. Retrieved from: <http://www.ssih.org/Accreditation/Full-Accreditation>
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Appendix A



I _____, Faculty _____ Student _____,

Address _____, Phone # _____

City _____ State _____, Zip Code _____ CLID/ULID # _____

hereby verify that I am using the following equipment: _____

For the following reasons: _____

This is for the period beginning: Date: _____ Time: _____ and ending

Date: _____ Time: _____. This particular piece or pieces of equipment/software will

be used at the following location: _____

The estimated cost of each item is listed below:

| <u>Description and Tag Number</u> | <u>Cost:</u> |
|-----------------------------------|-------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| | Total Cost: _____ |

I hereby verify that all of the above information is correct and agree to be held liable for repairs and/or replacement if above is broken or lost while in my possession. I understand that registration for any future classes and/or graduation will be blocked by registrar's office if I do not uphold this loan agreement.

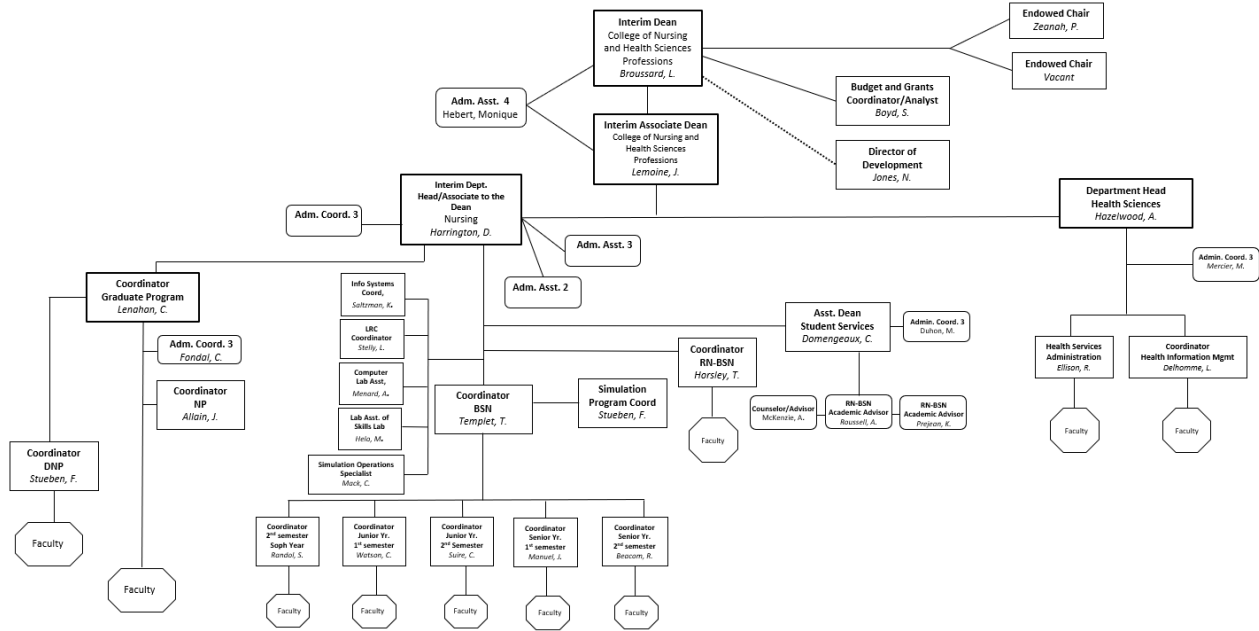
Student/Faculty Signature

LRC Representative (337) 482-1022 or (337) 482-5614

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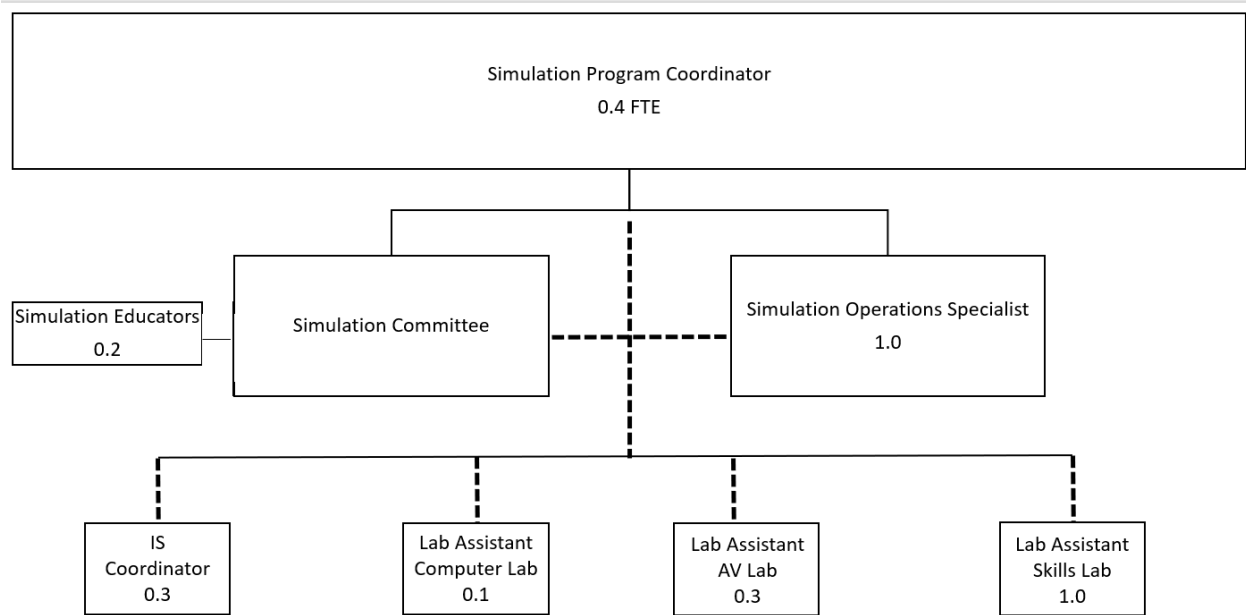
Appendix B

LHC · Myers College of Nursing and Health Sciences Organizational Chart



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Appendix C
Simulation Program Organizational Chart



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Appendix D

Simulation Contract and Confidentiality Agreement

Simulation Contract: The University of Louisiana at Lafayette, LHC Group · Myers School of Nursing provides simulation opportunities to community healthcare professionals to enhance their skills and competencies. The roles of patients, family, and the interprofessional team are carried out by faculty, staff, community participants, and/or mannequins. I will be expected to conduct myself during this experience as if I am in a real clinical situation and treat everyone involved, including the mannequins, in a professional and realistic manner. I will follow the Simulation Lab Guidelines and adhere to the Simulation Lab and Debriefing Room Code of Conduct.

Confidentiality Agreement: I understand the significance of confidentiality as it pertains to information concerning simulated patients and participants. I also understand that the content of these simulations is to be kept confidential to maintain the integrity of the learning experience for myself and other participants. I will be witnessing other participants' performances and I understand that it is unethical for me to share information in any format (verbal, written, electronic, social media) regarding participant performance with persons outside the laboratory. I acknowledge that I fully understand that the unauthorized sharing, distribution, or mishandling of confidential information is prohibited, and could result in serious consequences. I understand that if simulation is used as a means to evaluate performance, evaluation data may be reported to the appropriate personnel within my facility.

I will practice nursing standards of professional behavior including core values of caring, human dignity and trust. I will uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality.

I agree to adhere to the following:

- I understand that the simulation mannequins are to be considered live patients and treated professionally and with respect.

- I understand that all patient information, either simulated or real, is confidential, and discussion or disclosure of this information outside of the simulation experience is a violation of the LHC Group · Myers School of Nursing policy. This may also constitute a violation of HIPAA.
- I understand that simulation and debriefing sessions may be recorded, and I agree to keep all information secure and confidential.

- I understand that I am not to remove, release, share, or discuss any observed, written, or electronic information that may be provided to me as part of my educational experience in the UL Lafayette Simulation Lab.

- I will follow the Simulation Lab Guidelines and adhere to the Simulation Lab and Debriefing Room

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Code of Conduct.

I understand that I must uphold all the guidelines and stipulations outlined in the LHC Group · Myers School of Nursing Simulation Contract and Confidentiality Agreement. I understand and consent to the recording of my participation in the Simulation lab. I understand that this will be used for educational and instructional purposes only within the LHC Group · Myers School of Nursing and my respective facility.

Printed Name

Signature

Date

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Appendix E

University of Louisiana at Lafayette

School of Nursing

Simulation Laboratory Guidelines



General Guidelines

1. All students, educators, staff, and simulation lab users must read and agree to abide by the School of Nursing's Simulation Contract and Confidentiality Agreement prior to being admitted to the lab. This is done prior to the first lab encounter. Agreements will be maintained in the respective course's Learning Management System.
2. The simulation laboratory is a required clinical experience. Students are expected to abide by all clinical policies: arrive on time, be prepared to participate, and be dressed appropriately. Educators have the right to dismiss students who are unprepared.
3. No food, drinks, or gum in the simulation labs or the debriefing room.
4. Students are expected to bring only the necessary equipment into the simulation lab. No book sacks in simulation labs or lining hallways on the 2nd floor. Lockers with locks can be obtained at the beginning of each semester from the Simulation Operations Specialist for storage of personal materials during simulated activities.
5. Cell phones will be permitted **ONLY** for accessing information to be used during scenarios. All cell phones should be turned to the OFF mode during simulation sessions.

Equipment Care and Maintenance

1. Wash hands or use hand sanitizer prior to manikin use.
2. Ink will permanently stain the manikin's skin. No felt-tipped markers, ink pens, acetone, iodine, or other staining liquids near manikins. Pencils for making notes and charting will be provided for you. All charting must be done at the counter or tables provided.
3. Wear gloves when working with the manikins. Over time skin oils and dirt can stain and damage the manikin's skin.
4. Operate equipment only as indicated by the instructors. If unsure how to perform a procedure using the simulators, ask an instructor for assistance before proceeding.
5. Simulation equipment should only be operated by personnel who have been trained in its use.
6. The high-fidelity patient simulators are to be used only during simulation class with faculty and lab staff supervision
7. Photocopied papers should not be placed on, under, or near the manikins to prevent the risk of ink transfer.
8. Iodine (betadine) or other staining liquids should not come into contact with the manikins.
9. The manikin's chest must be kept dry; care should be used when simulation involves fluid.
10. Do not introduce any fluids into the manikin's esophagus or trachea.
11. Do not place artificial blood or other materials on the manikin's skin without first verifying that the materials will not damage the manikin.
12. Sharps and syringes **ONLY** are to be disposed of in appropriate sharps containers.
13. Accidental sticks should be reported immediately to supervising Simulation Educator, and an incident report should be completed. (LRC Policies, Safe Clean Environment, 7/97)
14. Contents from lab kits that are likely to be interpreted as biohazardous waste (catheters, needles, dressing supplies, etc.) **MUST** be returned to the lab for appropriate disposal. Protect all lab kit supplies from inappropriate use, loss, or disposal in keeping with legal and regulatory requirements for biohazardous waste.
15. Facility users are expected to leave Simulation Labs in order. Please dispose of any trash in appropriate containers, ensure manikins are back in order, and supplies are put in appropriate areas.
16. Simulation lab users should report any damage to equipment or operating problems to the Simulation Operations Specialist as soon as possible.

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Simulation Laboratory Guidelines (con't)

17. Patient simulators and manikin parts, lab equipment, charts or lab reference books are NOT to be removed from the lab by students at any time for any reason.

Dress Code and Required Equipment

To enhance the development of the professional nurse's role and to increase the realism of clinical simulation, it is important for students to dress appropriately; therefore, the following guidelines will be adhered to:

1. Professional Appearance: Appearance must be neat and clean. Students should adhere to the same requirements as in the clinical setting. (See Student Handbook, Student Uniform Policy, 6/17).
2. Required Dress (designated by Simulation Educator):
 - a. School of Nursing clinical uniform OR
 - b. School of Nursing community uniform with a lab coat and name tag.
3. Required Equipment
 - a. Stethoscope
 - b. Penlight
 - c. Scissors
 - d. Any other item specified by supervising Simulation Educator
4. A drug reference book, lab reference book, and calculator will be provided for you.

Simulation Lab and Debriefing Room Code of Conduct

1. Come prepared to participate in the scenario or to be an active observer by completing any pre-simulation activities assigned to you.
 - a. Students may be dismissed from the lab area for being unprepared.
2. Treat manikins appropriately and respectfully as you would treat an actual patient.
3. "What happens in simulation stays in simulation." Discussing details of scenarios with other groups takes away from equal learning opportunities. If the simulation is used for evaluation purposes, disclosing information to others regarding scenarios is considered academic dishonesty and will be penalized according to current policies.
4. Simulation is a team learning experience in a safe, non-threatening environment. Actively participate in the simulation and provide support and encouragement for those around you.
5. If you are chosen as a scenario participant, expect to receive positive feedback regarding your performance as well as a constructive critique. Understand that you are to exhibit competence in the scenario but are not expected to perform the scenario flawlessly.
6. If you are a scenario observer, attentiveness is expected. Observers should actively watch the scenario and take notes for debriefing. Be prepared to offer positive comments about the scenario as well as constructive feedback in a positive manner.
7. Once a simulation begins, the realism of that scenario takes over. Do not look to instructors for feedback during the scenario.
8. If a Simulation Educator is not present in the debriefing room during the observation of a scenario, students are expected to act in a professional manner. Any behavior that negatively affects the learning environment will not be tolerated.

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Simulation Laboratory Guidelines (con't)

Recording Simulation and Debriefing Activities

Simulated scenarios and debriefing activities may be recorded. Participants are notified of intent to record in advance and a consent is signed at the start of each semester. Recordings may be used for:

- Providing feedback to participants during debriefing
- Assessing performance
- Internal review and quality improvement purposes
- Evaluation and improvement of teaching and assessment processes

Video recordings will be deleted after use with debriefings unless retained for one of the before mentioned reasons. All audio/video recordings will be stored under password protection on a secured server in the learning management system. Any copying, duplication, or other forms of distribution of audio or video footage released by faculty, staff, students, or participants is prohibited. Violation of this policy may result in student dismissal, faculty/staff termination, or exclusion of participant from future simulation opportunities at UL Lafayette.

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Simulation Laboratory Guidelines (con't)

ADDENDUMS

Guidelines for Specific Procedures

Addendum A: Defibrillation

DEFIBRILLATORS ARE REAL AND DELIVER ACTUAL SHOCKS! Use them with caution as you would with a real patient in a real hospital setting. “I’m clear, you’re clear, we’re all clear” must be said prior to each shock to ensure your safety and that of your team members. Before delivering a shock, PAUSE and visually look around to make sure your team members are not touching the bed and/or the Simulator.

FOR SAFETY REASONS: When defibrillating in the simulation lab, ONLY set the defibrillator to 20 joules. State out loud how many joules you would use if defibrillating a real patient. NO ONE IS TO DEFIBRILATE ABOVE 20 JOULES.

Addendum B: IV Access and Drug Administration

IV needles that are 22 gauge or smaller should be used to prolong the life of the IV arm skin; 24 gauge or smaller are recommended. Iodine (betadine) or other staining materials should not be used to prep IV sites.

Addendum C: IM/SC Injections

Students may perform IM/SC injections ONLY into specified pads located on the manikin. Actual fluids may not be administered into these sites without permission from LRC staff. Faculty and/or LRC staff must be notified if fluid is injected into pads in order to properly clean pads.

Addendum D: Urinary Catheterizations

No iodine (betadine) or other staining solution should be used on manikins.

Urinary catheterization should be performed with a 14 Fr. catheter or smaller to preserve the integrity of the simulator.

Addendum E: Oral Medication Administration

Oral meds are not to be placed into the manikin’s mouth.