IV. Daily Operations

Priority of Use

The MUISC serves Moravian University's COH and as such, will be given priority in scheduling the simulation space. All other requests for simulations or events received from other programs within Moravian University, or any community organization, will be considered and are dependent on approval from the MUISC staff. The MUISC Director will be the final authority if scheduling conflicts arise between the Lead Course Faculty when scheduling simulations or events.

General Guidelines for Conduct in the MUISC
- Lead faculty are responsible for the communication of general guidelines of learner conduct during a simulation.
- Professional behavior is expected at all times while in the MUISC. All learners are expected to abide by the Moravian University Code of Conduct and complete the MUISC learner contract (**APPENDIX D)**
- All lab users are asked to wear their Moravian University identification badge when in MUISC (unless participating in an activity that would specifically preclude such identification).

Psychological Safety and Confidentiality:

The concepts of psychological safety and confidentiality are crucial to effective simulation, allowing learners to participate fully by encouraging active participation, promoting reflection and encouraging honest feedback from participants. The MUISC accepts the tenets of the basic assumption:

We believe that everyone participating in activities at MUISC is intelligent, capable, cares about doing their best, and wants to improve.
(created by the Center for Medical Simulation at Harvard University)

Should any learner feel uncomfortable during simulation they will be given the option to opt out. The faculty member and learner will agree upon an alternate activity that will fulfill the learning objectives of the simulation.

Scheduling & Planning Simulation

The scheduling and planning process for simulations or events at the MUISC are as follows:

Approval

All requested course simulations or events must be approved by the MUISC staff. Simulation events will be approved based on the following three criteria:

- Course Faculty provides Learning Objectives for the session to MUISC staff shortly after requesting the simulation or event.
- Supplies and equipment needs are provided to MUISC staff at least 1 month before (if possible) the simulation or event.
- MUISC staff will meet with the lead instructor(s) before the simulation or event to determine the most effective simulation modalities to enhance student learning opportunities.

Scheduling Process
- Submission of requests shall be entered into 25Live (**APPENDIX E***)
- Submission of requests shall be completed by the date specified by MUISC staff.

Notification

Once the simulation or event is approved in 25Live by the simulation staff, the requestor will receive an automatic email. It is the responsibility of requesting faculty to ensure dates/times are correct. The following information is needed to process a request.
- Date and time of event.
- Simulation or event's title.
- Room(s) - please include a debriefing room if needed
- Number of students that will be experiencing the simulation or event.
- A face-to-face meeting with the course lead and simulation staff will be scheduled to discuss the specifics of the simulation or event. This is to ensure that the sessions fulfill course objectives and are appropriate for the academic level of students.

Clinical Scheduling Policy: Nursing Programs (Tuesdays and Thursdays)

Due to increased demand for simulation activities and skills practice on Tuesdays and Thursdays during the academic year, a separate policy shall apply and is provided in (**Appendix F**).

Scenario and Case Development:

For this document, a scenario is defined as a simulation training event that primarily uses manikins as the educational modality. A case shall be defined as a simulation training event involving SP. Cases and scenarios can be run either in person (Live) or via Zoom (Virtual).
- The MUISC process for the creation of scenarios and cases is based on the needs of the Course Faculty of the COH and incorporates the best practices in simulation. ([INACSL](#))
- It is strongly suggested that new scenario development is completed within one month of the simulation or event to allow for 'dry-runs' and scenario adjustments.
- If an event requires SPs, the clinical scenario or case must be completed before assigning or training SPs.
- Scenarios and cases should be structured to include pertinent demographics of the simulated patient/client portrayed.

- Information that is required and documented in the MUISC scenarios and cases are as follows:

    - Title of Simulation or Event.
    - Goals and Objectives.
    - Chief Complaint of the patient/client.
    - Patient's/client's information (name, age, gender, weight, height).
    - Learner expectations for successful completion of simulation or event.
    - Vital Signs and changes in patient's/client presentation over time.
    - Relevant Patient/client Medical/Social History.

All learners will review and agree to the MUISC Contract (**APPENDIX D**) before engaging in simulation activities each academic year. This contract includes essential ground rules of the Simulation Center as well as the acknowledgment that anyone working in the Simulation Center may be recorded. While learners are required to consent to recording for assessment purposes, they are given the ability to opt out of recordings for advertising purposes.

Prebriefing and Debriefing

Scenario pre-briefing and debriefing are essential parts of simulation-based education. The MUISC staff encourages all instructors to incorporate these practices into their scheduled simulation sessions. While the pre-brief is generally facilitated by the simulation staff/faculty, the debrief may be co-facilitated or solely facilitated by clinical faculty and adjuncts. When scheduling the session time for simulation faculty should include at least 15 minutes for Pre-brief as well as adequate time for post-simulation debriefing (generally accepted as 2x simulation run time)

Pre-briefs will include:

- Orientation of faculty and learners to simulated environments, either physical or virtual.
- Review of important concepts related to the scenario.
- Review of the concept of psychological safety within simulation, this includes the importance of confidentiality.
- Objectives of the case.
- Acknowledgment of the limitations of the environment.

Debriefing allows learners to make connections between their previous knowledge and the new knowledge presented. It offers a space for self-reflection and growth to be encouraged by faculty.
Debriefing includes:

- Facilitation using the PEARLS Student Debriefing Tool (**APPENDIX G)** or other recognized debriefing methods according to the context and content of the simulation. These include, but are not limited to, Debriefing for Meaningful Learning, the GAS method, Plus/Delta, and the strategy of Debriefing with Good Judgement.
- Addressing emotional responses of learners.

- Facilitation of critical thinking by exploring both observed and unobserved decision-making and problem-solving.
- Engaging learners in an open and supportive environment.
- Ability to utilize recorded simulation - simulation staff will manage this process as needed.

Simulation Session Evaluation

Just as instructor-to-student feedback is a vital part of simulation-based education, so too are learners' evaluation of scenarios, SPs, MUISC staff, equipment, and facilities. Without the benefit of feedback from simulation participants, the simulation center would be unable to improve or enhance its offerings. Examples of student simulation evaluation forms are found in **(APPENDIX H).**

Below are guidelines for simulation evaluations following sessions conducted in the MUISC:

- All high-fidelity sessions will include a learner evaluation of simulation materials, integration of simulation-based education, debriefing, technology/simulators utilized, and SPs if assigned.
- Students will complete evaluations shortly after their learning session ends. These evaluations will be constructed to ensure anonymity.
- The results are reviewed and maintained by lab staff, stored in the EMS software, and can be shared with the course faculty. The simulation scenario may be modified based on student evaluation feedback.
- Any concerns are immediately shared with the lead course faculty and simulation center staff following the session so that improvements can be incorporated in future sessions.