

Helen S. Breidegam School of Nursing Moravian College

Simulation Lab Policy and Procedure Manual

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POLICY AND PROCEDURE CRITERIA

I. General Information

This *Simulation Laboratory Policy and Procedure Manual* is not a substitute for other policies, but a complement to policies and regulations held by Moravian College and the Helen S. Breidegam School of Nursing, which regulate the behaviors of faculty, staff, and learners using the Nursing Simulation Lab (Sim Lab).

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Business Hours: Regularly scheduled business hours are Monday – Friday, from 8:00 am to 4:00 pm. Business hours may be extended or may include weekends in order to accommodate special programs and will be determined on a case to case basis.

Mission statement: Grounded in local and global partnerships, nursing at Moravian College blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core, the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, interdependent community. The nursing program, as well as the nursing simulation lab, cultivates a professional nurse graduate or advanced degree nurse who values lifelong learning and service to others within a framework of social justice.

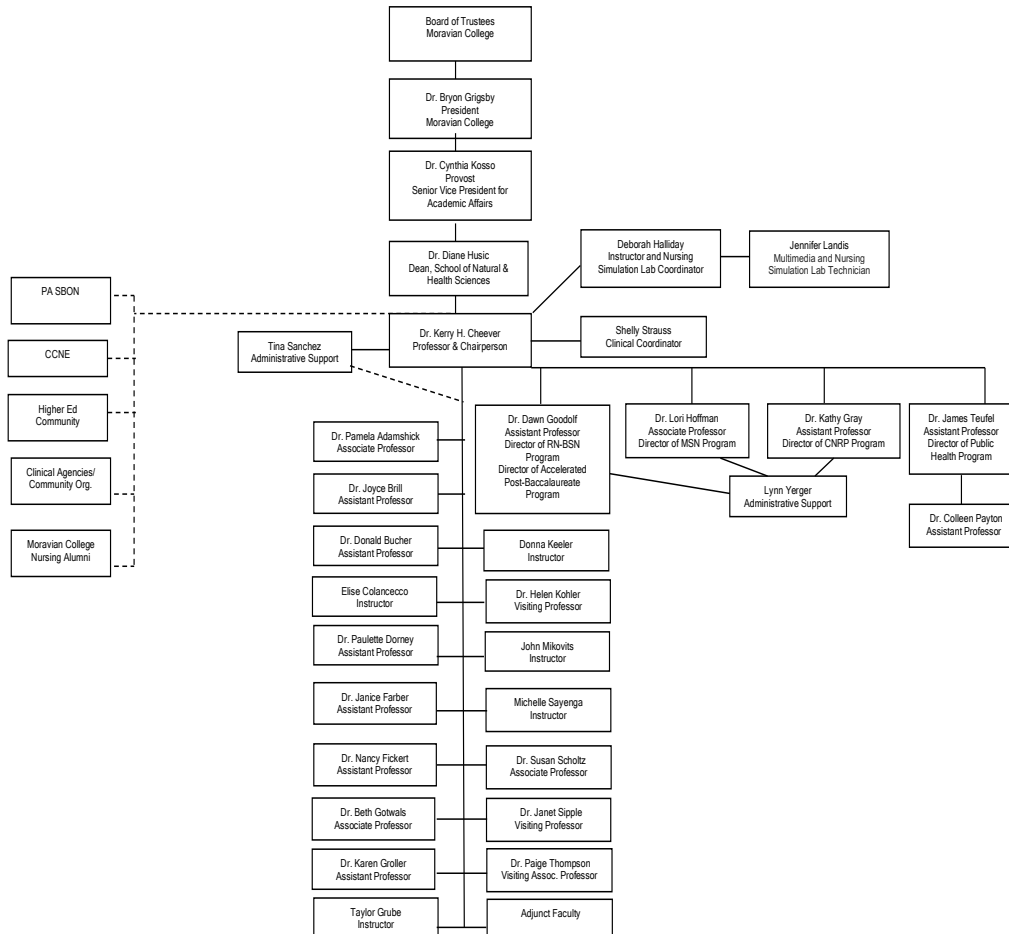
Vision Statement: Simulation creates a milieu for transformational, immersive learning experiences that nurture diverse perspectives on quality nursing care across the lifespan. Grounded in experiential learning, simulation provides a framework for the delivery of quality nursing care through situated cognition. This pedagogy, embedded across the curriculum, fosters self-reflection through debriefing and prepares students for excellence in clinical practice.

The Helen S. Breidegam School of Nursing Simulation Lab at Moravian College is an educational entity focused on utilizing and developing the field of simulation-based nursing education committed to:

- ❖ Providing learner-focused, service-oriented simulation pedagogy.
- ❖ Design and implement simulation education that fully incorporates state-of-the-art teaching/learning techniques and equipment.
- ❖ Incorporate simulation into nursing curriculum for students and faculty at Moravian College.
- ❖ Further develop nursing simulation pedagogy and technology through collaboration with academic professionals from various healthcare programs at Moravian College.
- ❖ Serve as a community resource for healthcare professionals, educators and researchers in the field of simulation-based educational methodologies.

II. Governance:

The Helen S. Breidegam School of Nursing ORGANIZATIONAL CHART



Nursing Chairperson – Ensures that the Nursing Simulation Lab curriculum aligns with the mission and educational objectives of the Moravian College Nursing Program and meets the needs of faculty and learners. The Chairperson develops the strategic plan, in collaboration with other nursing faculty, and formulates the budget for the nursing department as well as the Nursing Simulation Lab, and oversees its implementation in coordination with the Simulation Lab Coordinator.

Nursing Simulation Lab Coordinator – Oversees the day-to-day activities of the Lab such as scheduling, mentoring faculty and learners, along with ordering supplies. Develops the strategic simulation lab plan and budget and oversees its implementation in coordination with the Nursing Chairperson. Works with and provides supervision of the Multimedia Nursing Simulation Lab Technician and Nursing Student Simulation Lab Assistants.

Multimedia Nursing Simulation Lab Technician – Reviews the weekly operations of the Simulation Lab including scheduling, development and implementation of simulation scenarios, session evaluations, maintenance of supplies, and course simulation preparation. Oversees and ensures the successful operation of the Standardized Patient Program at Moravian College. This includes program development, implementation, evaluation and staffing.

III. Complaint Resolution Process:

In the event a complaint is issued concerning Nursing Simulation Lab staff, faculty, or learners related to personal interactions or performances during simulation sessions, the following procedure will be initiated:

- **Student or adjunct instructor issues**- The Lead Course faculty member will be notified if the issue(s) was/were witnessed by Nursing Simulation Lab staff. If the complaint needs immediate response, the lead faculty member can either resolve the issue immediately or bring it to the attention of the Program Director, then to the Nursing Program Chair.
- **Nursing Simulation Lab staff issues**- Lead Course faculty or adjunct faculty will notify the Nursing simulation Lab Coordinator. If the issue can be resolved immediately by the faculty member or Nursing Simulation Lab Coordinator, that would be ideal, if not, the issue(s) will be brought to the attention of the Program Director, then the Nursing Department Chair if unable to resolve.

VI. Scheduling and Planning Simulations and Events:

The scheduling and planning process for simulations or events at the Moravian College Nursing Simulation Lab are as follows:

Approval – All requested course simulations or events must be approved by the Nursing Simulation Lab staff. Simulations and Events for nursing courses will be approved based on three criteria:

- Course Faculty provide Learning Objectives for the session to the Nursing Simulation Lab staff shortly after requesting the simulation or event.
- Supplies and equipment needs are provided to Nursing Simulation Lab staff at least 1 month prior to the simulation or event.
- Nursing Simulation Lab staff will meet with lead instructor(s) prior to the simulation or event to determine the most effective simulation modalities that would enhance student learning opportunities.

Scheduling Process – Once the simulation or event has been approved, it needs to be requested and documented in the Education Management Solutions (EMS) system by course faculty. It will then be reviewed and officially placed on the simulation lab calendar by the Nursing Simulation Lab staff. The Nursing Simulation Lab will track and approve simulations or events using EMS software. Also, the use of the Nursing Conference Rm-216, must be requested and approved through the EMS system. The “Scheduling Quick Reference Guide”- outlining simulation and event approval process can be found in **Appendix A**. The following process is used when requesting simulations and/or events:

- Navigate to EMS home page at <http://10.184.1.31/SimIQ>. Faculty sign-in is not necessary.
- Click on “Event Request” button.
- Complete all requested information.

- Provide the following information in the “Comments” box:
 - ❖ Number of students.
 - ❖ Type and number of manikins (if needed).
 - ❖ Number of Standardized Patients (SPs) (if needed).
 - ❖ Specific rooms and number of rooms needed.
 - ❖ Note if simulation sessions or events are recurring or a single date occurrence.
- Submission of requests shall be completed by date specified by Nursing Simulation Lab staff.
- It is the Lead Course Faculty’s responsibility (TUG, PB, and MSN) to review the Nursing Simulation Lab calendar prior to a request to ensure that no other scheduled simulations or events have been approved and scheduled on a given day.

Notification – Once the simulation or event is scheduled in the EMS software by the Nursing Simulation Lab staff, the Lead Course Faculty member will be notified via email. Simulation staff will confirm the following:

- Date and time of event.
- Simulation or event’s title (including course and level of student. Example: TUG, PB, NP, etc.).
- Room(s) availability.
- Number of students that will be experiencing the simulation or event.
- Scenario or case including simulation’s outline, scenario or case script, and consumable and non-consumable materials needed.
- A face-to-face meeting with Lead Course Faculty and simulation staff will be scheduled to discuss specifics of the simulation or event. This is to ensure that the sessions fulfil course objectives and are appropriate for academic level of student.

Priority of Use – The Nursing Simulation Lab serves Moravian College’s School of Nursing (SON), and as such, will be given priority in scheduling simulations, simulation room space, and the nursing conference room. All other requests for simulations or events received from other departments/programs within Moravian College, or any community organization, will be considered and are dependent on approval from the Nursing Simulation Lab staff. The Nursing Simulation Lab Coordinator will be the final authority if scheduling conflicts arise between Lead Course Faculty from the SON or other constituents when scheduling simulations or events.

Cancellation Policy – 24-hour notice is required for cancellation of simulations or events in the Nursing Simulation Lab. However, it is understood that emergencies occur and it may not be feasible for a 24-hour notice. If the simulation or event must be cancelled the following procedure shall be followed:

- The Lead Course Faculty member who is canceling the simulation or event shall contact the Nursing Simulation Lab staff using Moravian College’s simulation lab email address (simulationlab@moravian.edu) or by calling the Nursing Simulation Lab Coordinator (610-625-7812), or the Nursing Simulation Multimedia Technician (610-625-7718).
- Lead Course Faculty shall contact all adjunct faculty and learners assigned to the simulation or event of cancellation.
- Nursing Simulation Lab staff are responsible for notifying Standardized Patients (SPs), if scheduled, that the simulation or event is cancelled.
- Nursing Simulation Lab staff will contact the Lead Course Faculty member to reschedule the simulation or event.

If the simulation or event is cancelled by the Nursing Simulation Lab staff, the following procedure shall be followed:

- Nursing Simulation Lab staff shall contact the scheduling faculty member to notify them of the cancellation.
- Lead Course Faculty are responsible for notifying all adjunct faculty and learners assigned to the simulation or event.
- Nursing Simulation Lab staff are responsible for notifying Standardized Patients in the event of cancellation.
- Nursing Simulation Lab staff will contact the Lead Course Faculty member to reschedule the simulation or event.

V. Simulation Session Evaluation

Just as instructor-to-student feedback is a vital part of simulation-based education, so too are learners' evaluation of scenario, Standardized Patient(s), Nursing Simulation Lab staff, equipment, and facilities. Without the benefit of feedback from nursing student participants, the simulation lab would be unable to improve or enhance its offerings. Examples of student and faculty simulation evaluation forms are found in **Appendix B**.

Below are guidelines for simulation evaluations following sessions conducted in the Nursing Simulation Lab:

- All high-fidelity sessions will include a learner evaluation of simulation materials, integration of simulation-based education, debriefing, technology/simulators utilized, and Standardized Patients (SPs) if assigned.
- Students will complete evaluations shortly after their learning session ends. I-pads will be provided by the Nursing Simulation Lab staff for students' anonymous evaluation of sessions or events.
- The student evaluation tool was developed by the Nursing Simulation Lab staff. The results are reviewed and maintained by lab staff, and stored in the EMS software, and can be shared with Course Faculty. Course curriculum can be modified based on student evaluation feedback.
- Any grievances are immediately shared with the Lead Course Faculty and Nursing Simulation Lab staff following the session, so that improvements can be incorporated in future sessions.
- Faculty evaluations of the simulation session will follow the same guidelines as student evaluations.

VI. Faculty Development in Simulation Education

Faculty as well as adjunct instructors are required to attend an annual simulation workshop and complete yearly continuing education on-line modules controlled by the Nursing Simulation Lab staff. The training events will be focused on specific aspects of simulation-based education. Simulation Innovation Resource Center (SIRC) instructional modules will be assigned as well as yearly workshops presented by the National League for Nursing (NLN). The PEARLS Debriefing Tool and Faculty Debriefing Evaluation Tool (DASH) are found in **Appendix C**.

Concurrent training will be conducted by the Nursing Simulation Lab staff as follows:

- Feedback gained from learner evaluations may identify faculty, adjunct instructors, or Standardized Patients, who require assistance to effectively integrate simulation technologies or debriefing into sessions. Education will be linked to teaching modalities used, debriefing process, operating software, or simulators to ensure a standard procedure is used that will enhance student learning opportunities.
- Scenario-based sessions that are recorded, will be stored using EMS software. Therefore, the Nursing Simulation Lab staff can review examples of faculty members in action and provide feedback with the goal of helping the instructor master this educational modality. The Nursing Simulation Lab staff can make recommendations for internal or external training that the instructor might attend to improve their skills providing evidenced-based simulation pedagogy. If the issue is technology based, the Nursing Simulation Lab staff are available to review any technical aspects of the simulators and AV system with the instructor.
- In the event that an instructor continues to receive poor learner evaluations after remediation, it may be suggested that he/she be replaced by another qualified instructor within the course until that instructor, after further instruction, is able to successfully offer simulation-based education.

VII. Scenario and Case Creation*

**For the purpose of 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 Standardized Patients.*

The Nursing Simulation Lab process for the creation of scenarios and cases is based on the needs of the Course Faculty of the School of Nursing, along with the best practices in simulation.

Scenario and Case Development

- Scenarios and cases will be developed or revised according to the needs of a specific course. ‘Need’ will be determined by Lead Course Faculty and Nursing Simulation Lab staff.
- Scenarios and cases will follow the appropriate development template (**Appendix D**). 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 a case requires SPs, the scenario or case must be completed prior to assigning or training SPs.
- Scenarios and cases should be structured to include pertinent demographics of the simulated patient portrayed. Along with equipment and supplies necessary to run simulations or events. Information that is required and documented in the Nursing Simulation Lab scenarios and cases are as follows:
 - ❖ Title of Simulation or Event.
 - ❖ Goals and Objectives.
 - ❖ Chief Complaint of the Simulated Patient.
 - ❖ Patient’s information (name, age, gender, weight, height).
 - ❖ Learner expectations for successful completion of simulation or event.
 - ❖ Vital Signs and changes in simulated patient’s presentation over time.
 - ❖ Past Medical History.
 - ❖ Medications.
 - ❖ Allergies.

- ❖ Events & Results (improve or deterioration of condition resulting from learners' action)
 - ❖ Number of Nursing Simulation Lab Staff and/or course faculty required to complete the simulation or event.
 - ❖ Room Set-up information.
 - ❖ Simulator, trainer, and/or type of mannequin required.
- If the simulation or case is recorded, the recordings will be stored in the EMS system for one semester after course completion.
 - In order for scenarios and cases to follow course objectives, they shall be reviewed before use by the Nursing Simulation Lab staff and course faculty responsible for their creation. Updated scenarios and cases will be stored in a simulation folder on Google Drive, and shared with course faculty and Nursing Simulation Lab staff.

VIII. Incorporation of Session Pre-briefing and Debriefing

Scenario pre-briefing and debriefing are essential parts of simulation-based education. The Nursing Simulation Lab staff encourage all instructors to incorporate this into their scheduled simulation sessions. Setting the stage to provide pre-brief for simulation-based training, assessment or process improvement is essential in order to achieve the best results for learners. Debriefing post-session learner reflection on the objectives fosters development of clinical judgment and critical thinking. In order to promote evidence-based pre-briefing and debriefing, the Nursing Simulation Lab staff will assist faculty and students as follows:

- Faculty and learners with orientation to the Simulated Environment, review Nursing Simulation Lab guidelines and discuss the importance of providing a 'safe container' for all simulation lab participants. This will provide faculty and learners with opportunities for successful learning sessions within a safe environment.
- Students will be introduced to the Simulation Lab and sign the Moravian College Simulation Contract (**Appendix E**) which reviews the essential ground rules to follow while in the simulation lab.
- Faculty will receive guidance on post-briefing faculty facilitation using the PEARLS Student Debriefing Tool (**Appendix C**).
- When scheduling sessions, Lead Course Faculty and Adjunct Faculty are advised to allow at least fifteen minutes for the pre-briefing, and allow twice as much time for the debrief based on the actual run time of the scenario.
- The session's pre and post-brief is typically facilitated by the Nursing Simulation Lab staff. The Lead Course Faculty and/or Adjunct Faculty will provide the facilitation of nursing objectives and nursing skills covered during the session.
- The Nursing Simulation Lab staff will demonstrate how the recorded sessions, via the EMS software, can be used to enhance the debriefing process.
- The Nursing Simulation Lab staff will provide suggestions to faculty facilitators on how he/she might improve their Pre and Debrief sessions.

IX. Confidentiality Policy

Simulation-based training involves immersion of learners in a realistic clinical situation and health care environment. This training can involve nursing assessment skills, invasive nursing procedures, administration of simulated medications, therapies, and/or nursing treatments. All learner's confidentiality and emotional safety will be maintained by the following:

- In order to create a safe learning and constructive debriefing environment for learners, strict confidentiality of what transpires in both clinical and interpersonal levels must be maintained throughout the simulation experience.
- Participants must feel free to make errors without risk of liability or faculty repercussions.
- Lead Course Faculty and Nursing Simulation Lab staff should discuss learner confidentiality prior to the start of the simulation or event, noting that the simulation lab is a safe learning environment.
- Individual feedback provided publicly to each learner during the debriefing process must also remain confidential.
- Some simulation sessions are conducted to assess ability and knowledge. If simulation is used for the purpose of assessment, the results may not be confidential and may influence academic status. The purpose of each session or event, whether for training or assessment, must be made clear by Lead Course Faculty and Nursing Simulation Lab staff prior to the start of each session.
- In keeping with this policy, all learners undergoing training at the Nursing Simulation Lab are required to read and sign the Moravian College Simulation Consent form (**Appendix E**). A signed copy of the consent must be on file in order for a student to participate in simulation-based training.
- The EMS recording system allows Nursing Simulation Lab staff to assign and restrict access to sessions for review or debriefing. Access to recordings will be granted only to Course Faculty involved in specific simulation sessions. Faculty and Adjunct Faculty from one course, cannot view sessions recorded for another nursing course. Learners are not provided password access to the EMS system unless a specific request is made by the Course Lead Faculty member. The Nursing Simulation Lab retains EMS recorded sessions for **one semester** from the date of the simulation or event.
- In addition, the same HIPAA rules of confidentiality that apply to clinical areas within healthcare institutions also applies to activities taking place in the Nursing Simulation Lab.

X. Psychological Safety

Psychological safety impacts the ability of learners to engage in simulated events and critical reflection. Engagement in these activities is essential in fostering student learning outcomes and critical thinking behaviors. In order to ensure psychological safety for learners at the Nursing Simulation Lab, the faculty/facilitators will adhere to the following guidelines:

- The pre-brief will serve as an orientation session prior to the start of the simulation-based learning experience in which instructions or preparatory information is given to the participants. During the pre-brief the facilitators will:
 - ❖ Review the ground rules of simulation.
 - ❖ Instruct the participants not to discuss the simulation outside of the session or event.
 - ❖ Instruct participants to maintain confidentiality throughout the simulated experience.
 - ❖ Acknowledge the artificial environment and suspension of disbelief.

- ❖ Orient the learners to the simulator and the environment.
- ❖ Define length of time for the entire exercise.
- ❖ Instruct learners how to elicit additional resources if needed (e.g. operation of equipment, where to find supplies, phone operation).
- ❖ Instruct the participants to practice within their professional scope.
- ❖ Verbalize mistakes are expected and this is a chance to improve behaviors, practice and ultimately patient outcomes.
- ❖ Review rules about respect and professional behavior during simulation and throughout peer observations.
- ❖ Explain that the Nursing Simulation Lab is a “safe container”. If a learner has obvious or expressed emotional distress because of an event that occurred during simulation, the facilitator will alert the Lead Course Faculty member. College counseling resources will be offered to students if needed.

XI. Universal Precautions, Personal Safety and Security

Nursing Simulation Lab users should follow Universal Precautions while participating in simulated activities. Universal Precautions Guidelines can be provided upon request. Additionally, users should exercise their own discretion and good judgment when feeling ill regarding their participation in activities, and the potential spread of illness. The following list outlines general guidelines and precautions for personal safety and security in the Nursing Simulation Lab:

- Food and drinks are not permitted in Simulation Rooms, Control Room, and Exam Rooms.
- All sharps must be disposed of in appropriately labeled sharps container.
- Under no circumstances may sharps or supplies be removed from the simulation lab area. A faculty member must be present if sharps are used by students for skills training.
- The medical and disposable equipment within the Nursing Simulation Lab should never be used for clinical purposes. However, it should be treated with the same safety precautions employed with actual clinical equipment.
- Hand washing or use of hand sanitizer shall be a part of practice in the Nursing Simulation Lab.
- All equipment malfunction or personal injuries shall be reported to the Nursing Simulation Lab staff, faculty, or adjunct instructors.
- If an injury occurs with a needle or other sharp instrument, wash the wound thoroughly with soap and water as soon as possible, and report the injury to the Nursing Simulation lab staff or Faculty. The student or staff member will be referred to Moravian College Student Health Services, if necessary, for additional treatment.
- Any damaged, or potentially dangerous equipment must be reported to the Nursing Simulation Lab staff. The staff shall attempt to correct the problem and if unsuccessful, the Nursing Simulation Lab Coordinator will be notified.

XII. Supply and Equipment Management

Supplies will be inventoried and reordered as needed by the Nursing Simulation Lab Coordinator. Nursing Faculty and Simulation Lab staff may request purchase for additional supplies or equipment by contacting the Nursing Simulation Lab Coordinator in writing. The budget for the purchase of simulation lab supplies and equipment is coordinated with the Nursing Department Chair(s) and the Simulation Lab Coordinator as needed and annually.

Proper labelling and maintenance of supplies and equipment is required for safe use and handling. Facilitators should include in their pre-brief to learners that while none of the equipment within the Nursing Simulation Lab should ever be used for clinical purposes; it should be treated with the same safety precautions employed with actual clinical equipment. They should also be made aware that while the packaging and labels of medications may replicate actual medications in their clinical appearance, they are simulated and not to be used clinically. The wall headboards contain simulated oxygen and suction wall connections that are functional, however, compressed air is used, not oxygen, and are for simulation use only.

Appropriate maintenance of equipment, timely repairs, and service must be ensured for the longevity of the simulation lab equipment. Equipment that is out of service interferes with scheduled training and disrupts simulation curricula. When there is an issue with a piece of equipment, the Nursing Simulation Lab staff will troubleshoot the issue, and when possible, resolve the situation. If this is not possible, the vendor will be contacted to determine the next steps. Vendor troubleshooting may include guidance by phone, return of the malfunctioning equipment by mail for repair, or an onsite visit by the vendor when necessary.

The Nursing Simulation Lab staff and student assistants are responsible for day-to-day service and care of all simulation lab equipment. The Nursing Simulation Lab Coordinator submits capital requests on an annual and/or as needed basis to the Nursing Department Chair. This system for maintenance also holds true for computers, AV and software systems (specifically EMS system) in the Nursing Simulation Lab.

To assist in the longevity of the Simulation Lab equipment, students must use the equipment only as directed under the supervision of Nursing Simulation Lab staff, Faculty, or Adjunct Instructors. If there are any questions as to the proper use of a piece of equipment, the Nursing Simulation Lab staff should be consulted. Faculty and students must report damaged equipment to the Nursing Simulation Lab staff as soon as discovered. Students may be responsible for any damaged equipment that is the result of careless behavior or contrary to instructional use. Below is a maintenance plan with timeline for all task trainers, manikins and medical equipment.

Maintenance Plan for Trainers / Manikins / Equipment

After each use:

- Wipe down all manikins and low fidelity skill trainers to remove adhesives, moulage and markings.
- Drain all fluids and flush tubing system.
- Assess 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; clean, drain, dry, and store in appropriate area.
- Check linen and send for laundering or replacement as needed. Change dirty/wet linen and clothing on the mannequins as needed.
- All supplies and disposables are inventoried and returned to storage after use.
- Power off simulators, PCs and wall monitors.

Bi-Weekly:

- Clean and inspect all equipment as needed.
- Wipe down skin/covers. Remove any adhesive, moulage or markings left on skin.
- Calibrate all Nursing Annes, sensors and monitors.
- Turn on and test all electronic devices, check/replace batteries as needed.
- Run associated programs that control equipment.

Monthly:

- Inspect, and if needed replace, all disposable parts.
- Assess for wear and tear of equipment that might need service.
- Update computer software.

Annually:

- Preventative maintenance package completed by respective vendor.
- Update computer software.

XIII. General Guidelines for Conduct in the Nursing Simulation Lab

- Professional behavior is expected at all times while in the Nursing Simulation Lab. Users are expected to abide by the Moravian College Code of Conduct (<https://www.moravian.edu/handbook>).
- All Simulation Lab students and faculty are asked to wear their Moravian College identification badge when in the Nursing Simulation Lab (unless participating in an activity that would specifically preclude such identification).
- The Simulation Lab cannot be held responsible for any personal items left unattended in any of the conference rooms or simulation training areas.
- All Simulation Lab users, including learners, instructor and standardized patients, are expected to be punctual for each simulated learning session.
- Food and drink may be consumed in the Conference Room 216 and debrief room (under the direction of the Nursing Simulation Lab staff and/or Course Lead Faculty).
- Food and drink are not permitted in the Simulation Rooms, Control Room, or Exam Rooms.
- Unauthorized photography is not permitted in the Nursing Simulation Lab. Anyone requiring photographs for a presentation or poster may ask the Simulation Lab Coordinator or Multimedia Technician, who will ensure that written consent is obtained from anyone featured in photographs.
- Permission for use of screenshots or video clips from session recordings (for purposes other than debriefing, such as presentations or posters) must be obtained from the Nursing Simulation Lab staff.
- Computers or monitors (including I-Pads) located in the Nursing Simulation Lab areas are not for personal use under any circumstances.
- Printing, photocopying and faxing are not available in the Nursing Simulation Lab except under special circumstances. Learner's completion reports, assignments and articles should be printed prior to arrival.
- Anyone found intentionally damaging Nursing Simulation Lab property or removing property or supplies from the simulation lab without permission, will be asked to leave the premises immediately. Subsequently, communication reporting the incident will be send to Campus Safety, Nursing Department Chair, and Health Science Dean.
- All tours of the Nursing Simulation Lab must be scheduled and coordinated with the Nursing Simulation Lab Coordinator and Nursing Department Chair.

XIV. Standardized Patient (SP) Program

A Standardized Patient (SP) is a person that is specially trained to take on the characteristics of a real patient. In simulation, SP use allows students to have experiential learning opportunities through increasing fidelity of the session or event. The operation of the Moravian College's Nursing Simulation Lab SP program is outlined below:

Recruitment Process – Potential SPs are recruited through a variety of ways for the Nursing Simulation Lab experiences which includes:

- Referral from current SPs working for the Nursing Simulation Lab.
- Interested SPs contacting the Nursing Simulation Lab staff by email or phone.

Interview Process – Individuals who express interest in being a part of the Nursing Simulation Lab SP program are contacted and scheduled for an interview and tour of the facility. Additional contracted SP positions will be opened on an 'as-needed' basis. All interviews, when scheduled, will be conducted by Nursing Simulation Lab staff. During the interview process, the potential SP will:

- Complete a demographic information sheet. This confidential information will be kept by the Multimedia Lab Technician and will only be used to select qualified SPs when certain demographics or characteristics are needed for a session.
- Information given during the interview will include Job Description and work conditions for SPs, program expectations, tax information, and contracted payment information.
- Candidates that successfully complete the interview process will be contacted for acceptance of employment by the Nursing Simulation Lab Coordinator or the Nursing Simulation Lab Multimedia Technician.
- SP's that choose to work for the simulation program at Moravian College will be required to complete and sign Independent Contractor tax documents and the Moravian College SP Consent form.

Job Description and Work Conditions – Standardized Patients provide learners opportunities to practice and enhance patient interviewing skills, communication skills, and physical exam techniques. During the interaction with a learner, the SP may:

- Present a case history to the learner and respond to questioning. The learner may be evaluated on communication skills, interpersonal skills, as well as their ability to document a patient's medical history. SPs and learners' interactions are generally one-on-one, but may be used in group settings as well. Each session will be observed and evaluated live by Course Faculty and Nursing Simulation Lab staff, and may be recorded for debriefing purposes.
- Physical Examination sessions – learners may have a Formative or Summative assessment on their non-invasive physical examination skills as well as therapeutic communication skills. SPs may be required to wear hospital gowns (undergarments or shorts must be worn) or street clothes during physical assessment sessions. Training will be provided and will cover details related to certain elements of a case and/or specific medical conditions and symptoms that should be demonstrated by the SP. Invasive exams or procedures will not be performed on SPs contracted through Moravian College (ex. Breast, pelvic, or rectal exams).
- The SPs at Moravian College are trained to accurately and consistently portray cases as part of the teaching and evaluation process of learners in the Nursing Simulation Lab. As such, SPs may be expected to offer both written and verbal feedback to learners. Training will be provided on therapeutic feedback to learners.

- SPs are assigned to scenarios and cases based on specific needs of the session including:
 - ❖ Patient case requirements (age, gender, ethnicity, physical characteristics, case difficulty, etc.).
 - ❖ Level of experience in portraying same or similar case.
 - ❖ Experience and quality of providing feedback (verbal/written)
 - ❖ Level of nursing courses and skill progression of learner (ex. Sophomore, Junior, Senior, or Advanced Degree).
 - ❖ SP preference in portraying simulation or case offered.
- SPs will report on their scheduled date and time to the Simulation Lab Coordinator and/or the Multimedia Simulation Lab Technician.
- Scenarios and cases using SPs varies during each semester depending on course requirements, individual SP's preference and/or availability, and the needs of the simulation lab. SPs are contacted by the Nursing Simulation Lab staff on an as-needed basis via email or phone.

Duties and Responsibilities:

- Memorizes case scripts describing specific emotional states, behaviors and signs/symptoms of disease conditions to increase fidelity during simulated learning situations.
- Provides case information in a consistent manner when elicited by learners during simulated encounters.
- Remains in the patient character they are portraying when responding to learners' questions.
- Able to recall simulation or event's learner interactions after encounters and provides verbal and/or written feedback as accurately as possible.
- SPs are expected to:
 - ❖ Participate in group trainings sessions and mentor entry-level SPs.
 - ❖ Maintain confidentiality of information related to scenarios, cases, learners and verbal/written feedback of learner assessments.
 - ❖ Actively reflects on their individual performance and pursues ways to improve skills.

SP Qualifications: The contracted Standardized Patient Consent form must be signed prior to the SP's start date. This contract is located in **Appendix F**. The information below is discussed with the potential SP at time of interview.

- Ability to accurately portray specific medical conditions as specified by session SP training.
- Schedule flexibility.
- Provide effective and appropriate therapeutic learner feedback (verbal and written).
- Maintain confidentiality of scenarios, cases and learner information.
- Recall and accurately record learners' communication and professional behaviors during simulation sessions.
- The ability and willingness to undergo repeated potentially emotional interactions and/or focused and complete physical examinations with limited rest breaks.
- Has access to a personal email account.
- Acting experience preferred, but not required.
- Nursing or medical training or experience is preferred, but not required.
- SPs will be asked to sign the Standardized Patient Consent form for (confidentiality agreement and Photo/Video release) prior to starting contracted employment.

Working Conditions and Physical Exertion:

- The SP must be able to move all extremities without difficulty, step up and down from exam table and may be required to change into hospital gowns or other clothing changes.
- When portraying patients during physical assessment, there may be limited skin exposure required.
- When portraying patients with mental health problems or other emotional states, the SP may be exposed to minimal emotional health risk.
- It is the responsibility of the SP to work within their scope of comfort, and must notify the Nursing Simulation Lab staff if they are not comfortable portraying certain medical or emotional conditions.
- Minimal physical exertion is required during simulations or events.
- All SP cases will be conducted at Moravian College's facilities, with most being conducted in the Nursing Simulation Lab.

SP Training- Training for SPs will be conducted after acceptance of simulation sessions or events. All SPs will be trained prior to the simulation or event.

- SPs are required to participate in paid training sessions prior to simulation or event date. Training is facilitated by the Nursing Simulation Lab staff and clinical faculty.
- SP scripts are developed according to course objectives and learner evaluation metrics.
- SPs may be debriefed before or after sessions to ensure fidelity of the simulation.

Expectations and SP Performances:

- SPs are expected to arrive on time as scheduled prior to the start of the simulation session.
- SPs may need to prepare for the session (ex. Changing clothes, application of moulage, and attachment of medical devices). SPs are expected to be in character and in the designated area/room 5 minutes prior to the session start time.
- For increased simulation fidelity, SPs should refrain from personal interactions with learners during the simulation sessions.
- The learner demographics and performance, as well as simulation scenario information must remain confidential.

SP Quality Assurance- Professional quality and improved learning experiences are a priority of Moravian College's Nursing Simulation Lab and SP program. Quality Assurance of SPs performances will be conducted and maintained by the following methods:

- Direct dialogue with SPs and time allowed for questions during training sessions.
- Direct observation and debriefing of SPs during simulations or events.
- Videotaped review of SP performance with Simulation staff and/or course faculty if necessary.
- Quality Assurance feedback will be conducted after the simulation sessions are completed and may be in written or verbal form.
- SPs may request performance reviews from Simulation staff at any time.
- SPs are encouraged to provide constructive feedback regarding Moravian College's SP program to help improve and develop future scenarios and cases.
- SPs are encouraged to inform the Nursing Simulation Lab staff of any concerns for wellness or safety that arise during their scheduled simulation sessions.

Payment For SP Services:

- SPs are paid for participating in scenario or case trainings, and all scheduled simulation sessions or events.
- Payments are processed bimonthly, on the 1st and 15th day of the month.
- SPs will be paid for training and scheduled simulations or events on an hourly rate.
- The expected session completion time-frame will be given when the SP accepts an assignment. The initial time-frame offered will be guaranteed for payment.
- Should the assignment run longer than the original time-frame, the SP will be paid to the nearest 30 minutes (ex. SP assigned to work to 1:00 PM, actual running time of simulation was until 1:10 PM. SP's paid end time will be 1:30 PM).
- If an SP chooses to leave before the end of their guaranteed paid time-frame, the actual time (nearest 15 minutes) will be paid.
- Should an SP be assigned as a 'stand-by' he or she must be present at the facility to receive two hours of guaranteed pay. If the 'stand-by' services are needed passed the guaranteed 2 hours pay period to complete the simulation or event, then the SP will be paid for actual time (rounding to the nearest 30 minutes).

Late Arrivals and Cancellations:

- SPs are requested to notify the Nursing Simulation Lab staff by email (simulationlab@moravian.edu) if they need to cancel a scheduled simulation or event at least 24 hours in advance.
- In case of emergency cancellation, please contact the Nursing Simulation Lab Multimedia Technician at 610.626.7718.
- Late arrivals are discouraged and SPs are asked to notify the Nursing Simulation Lab Multimedia Technician if anticipated late arrival is evident.
- A pattern of last-minute cancellations or late arrivals will affect the SP's selection for future simulations or events.

Nursing Simulation Lab Cancellations of Simulations or Events – Nursing Simulation Lab follows the Moravian College's cancellation policy:

- If the college is closed or has issued a delayed opening, all simulation sessions will be cancelled or moved to a later time if possible.
- If the college is closed due to inclement weather, scheduled SPs will receive 2 hours pay for session.
- If the Nursing Simulation Lab staff cancels a scheduled simulation session, outside of Moravian College's closing guidelines, the following steps will apply:
 - ❖ An email will be sent by the Nursing Simulation Lab staff as soon as possible prior to the start of the simulation or event to notify SPs of sessions cancellation.
 - ❖ It is the SP's responsibility to acknowledge the cancellation by replying to the initial email.
 - ❖ If the cancellation is **MORE** than 24-hour notice from the time of scheduled simulation or event's start time, SPs will not be compensated.
 - ❖ If session is cancelled **LESS** than 24-hour notice from the time of scheduled simulation or event's start time, SPs will receive 2 hours compensation payment for the session.

Ensuring Physical and Emotional Safety of Standardized Patients – The safety of SPs working for Moravian College is very important to the overall creation of a “safe container” learning environment in the Nursing Simulation Lab. Staff use the International Nursing Association for Clinical Simulation and Learning (INACLS) Best Practice Standards in Simulation and also the Association of Standardized Patient Educators (ASPE) to ensure the simulation lab is upholding the highest standards to ensure both mental and physical safety within the profession (**Appendix G**).

Physical Safety of Standardized Patients:

- Examination techniques used by nursing students are confirmed according to accepted best practices identified by the Nursing Simulation Lab staff.
- SPs and Learners are closely monitored by Lead Course Faculty and Simulation Lab Staff (using EMS video/audio software) during all encounters, to ensure personal and emotional safety for all.
- Universal precautions are required and followed by SPs and learners:
 - ❖ Learners use hand sanitizer or wash hands before touching SPs.
 - ❖ SPs are encouraged to wash hands between learner encounters.
 - ❖ Medical and social histories are documented when hiring SPs to ensure SPs are comfortable portraying certain cases.
 - ❖ Scenario or case information that may be deemed uncomfortable to portray will be offered to SPs prior to acceptance of role, due to the risk of exacerbating a pre-existing emotional condition.
 - ❖ Simulation cases may sometimes be matched based on physical characteristics.
 - ❖ If best practices are not demonstrated by a learner, the Nursing Simulation Lab staff will assess the SP to ensure their wellbeing.
 - ❖ If an SP presents with an adverse effect related to emotional or physical safety during simulation sessions or events, the Nursing Department Chair will be notified.
 - ❖ If an abnormal physical finding is discovered by a learner during the physical exam, the learner will alert Course Faculty and they will assess the abnormal finding. If there is concern, the Lead Course Faculty will provide information that the SP should follow, within their scope of practice.
 - ❖ In the event of a life-threatening event while at Moravian College, 911 emergency response will be initiated and the SP will be monitored by nursing faculty prior to the arrival of the emergency response team.
 - ❖ Some examination techniques can be uncomfortable if performed repetitiously. SPs will be provided with scheduled breaks and status checks by Nursing Simulation Lab staff.
 - ❖ If SP portrayal involves sitting or lying on an examination table for an extended period of time, the SP is encouraged to move off the table and walk about the room during breaks and in-between learner sessions.
 - ❖ If a non-scheduled break is needed, the SP will communicate their need to the Nursing Simulation Lab staff or Course Faculty, and break will be provided between learner sessions.

Emotional Safety of Standardized Patients – According to the current clinical and educational best practices (INACLS and ASPE), learners are taught to show concern for and attention to psychological and social variables in of patients during a nursing interview and/or physical assessment. The learner will be held to these same standards while in the Nursing Simulation Lab. Compassion and professionalism when conducting an interview, as well as physical assessment techniques, will be enforced to ensure the emotional safety of SPs in the Nursing Simulation Lab. Sensitive information will be addressed through the context of the scenario and case; not the personal health information of the SP. Psychological and social variables include:

- Sexual History
- Marital Status
- Family Medical History
- Death
- Use of illicit substances
- Safety in Relationships
- Spirituality

Some patient cases are more emotionally difficult than others. Any case that is emotionally sensitive will be identified in emails sent at the time work requests are made. SPs may opt out of a case at any time if it becomes too emotionally difficult. SPs will be screened intermittently between learner sessions for emotional fatigue.

SP debriefings will be conducted after sessions are completed. This will allow SP(s) time to reflect on the event and process any emotions that arose during the simulation sessions. SPs are encouraged to share their thoughts related to sessions or events to the Nursing Simulation Lab staff.

XIV. Appendices A-G

Appendix A- Quick Scheduling Guide

QUICK REFERENCE GUIDE

Request Simulation

Enter:

- **SimIQ** address: <http://10.184.1.31/SimIQ/>
- This will land you on home page.
You do not need to sign in.

Find & Click:

- Event Request
Located on right side of page about half way down.

Fill In:

- All boxes with **Astecik**
Requestor Name
Event Name
Learner Group, **N/A/Course** #, description
Ex: TUGS 312 OB/**Reds** Day
PB 310 Angina
NP 712 Bad News
**If multiple cases/scenarios/skills are running use DAY as descriptor*

Choose:

- Event Type (TRAINING)

Choose:

- Date & Time

Must Fill in under comments:

- Instructions
of students
Manikins?
SP #
Rooms needed: 216, skills lab, exam rooms, community rooms, **etc**

**Note if session is recurring & add other dates*
Email simulationlab@moravian.edu with questions or special requests

QUICK REFERENCE GUIDE

Request Conference Room 216

Enter:

- **SimIQ** address: <http://10.184.1.31/SimIQ/>
- This will land you on home page.
You do not need to sign in.

Find & Click:

- Event Request
Located on right side of page about half way down.

Fill In:

- All boxes with **Astecik**
Requestor Name
Event Name
Ex: Donna's 212 **Exam/N/A** class

Choose:

- Event Type

Choose:

- Date & Time

Must Fill in under comments:

- Instructions
of students/faculty/staff

Fill In: Any other important details.

Email simulationlab@moravian.edu with questions or special requests

QUICK REFERENCE GUIDE

Check Calendar for Available dates

Enter:

- **SimIQ** address: <http://10.184.1.31/SimIQ/>
- This will land you on home page.
You do not need to sign in.

Find & Click:

- Calendar
Located on right side of page about half way down.
If date has activities listed, hover over activity to see rooms reserved.

Choose View:

- Day, week, month
**events listed on are approved & scheduled.*

Need Help/Got Questions?

Contact: simulationlab@moravian.edu

QUICK REFERENCE GUIDE

Check Calendar for Available dates

Enter:

- **SimIQ** address: <http://10.184.1.31/SimIQ/>
- This will land you on home page.
You do not need to sign in.

Find & Click:

- Calendar
Located on right side of page about half way down.
If date has activities listed, hover over activity to see rooms reserved.

Choose View:

- Day, week, month
**events listed on calendar are approved & scheduled.*

Need Help/Got Questions?

Contact: simulationlab@moravian.edu

5. The SP provided constructive feedback following the encounter.		
Agree	Neutral	Disagree
6. What did you feel you did well today?		
7. What did you find particularly challenging today?		
8. Please list any other comments below		

Moravian School of Nursing
Simulation Evaluation
Faculty

1. Did the simulation meet the learning objectives for the course?

None were Met
(1)

Some were Met
(2)

All were Met
(3)

If not why?

2. Did you feel there was enough time allocated for the objectives of the simulation to be met?

YES

NO

If no how much more time is needed?

3. Was the physical space allocated appropriate for achieving the goals of the simulation?

Not Appropriate
(1)

Somewhat Appropriate
(2)

Appropriate
(3)

If not why?

4. Were the any supplies missing?

YES

NO

Please list any other items required:

5. Was fidelity maintained during the simulation?

YES

NO

Suggested improvements:

6. If an SP was used please rate their professionalism:

Not Professional
(1)

Professional
(2)

Very Professional
(3)

7. Did the simulation start on time?

YES

NO

If no, please indicate why:

8. Was the time allotted for Debriefing adequate?

YES

NO

If no, how much more is needed?

9. Overall please rate your experience:

Not Satisfactory
(1)

Satisfactory
(2)

Very Satisfactory
(3)

10. We always welcome feedback. Please leave any additional comments below:

Thank you for your participation!

Appendix C

PEARLS & DASH Evaluation Tools

The PEARLS Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption*	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement <i>(Use to introduce new topic)</i> "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]"
			Mini Summary <i>(Use to summarize discussion of one topic)</i> "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/ Summary	Identify take-aways	Learner centered	"What are some take-aways from this discussion for our clinical practice?"
		Instructor centered	"The key learning points for the case were [insert learning points here]."

*Basic assumption, Copyright © Center for Medical Simulation. Used with permission.
 Reproduced with permission from *Academic Medicine*. Originally published as Bajaj K, Meguerdichian M, Thoma B, Huang S, Eppich W, Cheng A. The PEARLS Healthcare Debriefing Tool. *Acad Med*. 2017. [Post Author Corrections]. <http://journals.lww.com/academicmedicine/toc/publishahead>.

Debriefing Assessment for Simulation in Healthcare (DASH) Instructor Version[®]

Directions: Please provide a self-assessment of your performance for the introduction and debriefing in this simulation-based exercise. Use the following rating scale to rate the “Behaviors” and “Elements.” Do your best to rate your **overall effectiveness for the whole Element** guided by the Behaviors that define it. If a listed Behavior is not applicable (e.g. how you handled upset people if no one got upset), just ignore it and don’t let that influence your evaluation. You may have done some things well and some things not so well within each Element. The Element rating is your **overall** impression of how well you executed that particular Element.



Element 1 assesses the introduction at the beginning of the simulation-based exercise. Elements 2 through 6 assess the debriefing.

Rating Scale

Rating	1	2	3	4	5	6	7
Descriptor	Extremely Ineffective / Detrimental	Consistently Ineffective / Very Poor	Mostly Ineffective / Poor	Somewhat Effective / Average	Mostly Effective / Good	Consistently Effective / Very Good	Extremely Effective / Outstanding

Element 1 assesses the introduction at the beginning of a simulation-based exercise.

Skip this element if you did not participate in the introduction.

Element 1 I set the stage for an engaging learning experience		Rating Element 1 _____
Behavior		Behavior Score
A.	I introduced myself, described the simulation environment, what would be expected during the activity, and introduced the learning objectives, and clarified issues of confidentiality	
B.	I explained the strengths and weaknesses of the simulation and what the participants could do to get the most out of simulated clinical experiences	
C.	I attended to logistical details as necessary such as toilet location, food availability and schedule	
D.	I stimulated the participants to share their thoughts and questions about the upcoming simulation and debriefing and reassured them that they wouldn’t be shamed or humiliated in the process	

Elements 2 through 6 assess a debriefing.

Element 2 I maintained an engaging context for learning		Rating Element 2 _____
Behavior		Behavior Score
A.	I clarified the purpose of the debriefing, what was expected of the participants, and my role (as the instructor) in the debriefing	
B.	I acknowledged concerns about realism and helped the participants learn even though the case(s) were simulated	
C.	I showed respect towards the participants	
D.	I ensured the focus was on learning and not on making people feel bad about making mistakes	
E.	I empowered participants to share thoughts and emotions without fear of being shamed or humiliated	

Appendix D

Scenario and Case Template

Moravian College
School of Nursing
Simulation Outline

Class	
Simulation Objectives	At the end of the simulation experience the student will: <ul style="list-style-type: none">•
Assessment/ Evaluation Tools Needed	<ul style="list-style-type: none">• <i>How will these be provided? Electronically/paper? Who gets what?</i>
Run Time/Format	Is it an SP encounter or will a manikin be used? Will it be an individual or team simulation? How long will it last? How long will the DBR last? Any specific room needs?
Manikin	N/A
<i>Please attach following as needed:</i> Manikin script, SP script, assessments, checklists, evaluations	

Appendix E

Student Simulation Contract



Simulation Lab Contract

- I acknowledge and understand that photographs and/or videos may be made during my educational experience. I consent to being photographed or videotaped to be used for the advancement of learning. I understand that my photograph may be used in advertising or training literature/videos, and I consent to such use.
- All simulation information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of Moravian College's Academic Honesty Policy as listed in the Moravian College Student Handbook. This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- Learners may view, use, disclose information only as it relates to their performance of educational duties and with the permission of the course instructor. Any inappropriate viewing, discussion, or disclosure of this information is a violation of Moravian College's policy and may be an abuse of academic honesty.
- The simulation lab is an active learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Situations simulated in the lab are to be used as learning tools. The simulation lab is considered a safe container, what happens in simulation lab, stays in simulation lab. Learners will be notified how their performance will be measured prior to the simulated experience.
- The simulation mannequins and equipment are to be operated with respect and care. Learners will:
 - Report any Latex allergies or sensitivities to instructor or lab coordinator.
 - Not use Betadine, colored gloves, or ink pens, pencils, or markers near mannequins.
 - Wash hands prior to working with mannequins.
 - Report any damaged mannequins or equipment to the instructor or lab coordinator when discovered.
- Course instructors and lab coordinator acknowledge that simulation cannot be *exactly* like real life. However, the establishment of an environment that replicates real life situations within the constraints of resources and technology available will be developed.
- Instructors and learners will do their best to participate and act as if the simulation is a real patient event to help facilitate learning.
- Collaboration between instructor and learner is necessary to create an engaging simulation in a rigorous learning environment.
- Respectful behavior is a requirement for instructors as well as learners in the simulation labs.

Signature on this document confirms that the learner has read and understands the information above.

Name (Printed): _____ Date: _____

Signature: _____

Appendix F

Standardized Patient Consent

Helen S. Breidegam School of Nursing

STANDARDIZED PATIENT'S CONSENT

The role of the Standardized Patient at Moravian College is to assist faculty, staff, and students in assessing and improving student education. The standardized patient's role is to portray all the characteristics of real patients, which offer students the opportunity to develop, practice, and enhance therapeutic communication techniques, skills and interventions, and physical assessment procedures. Standardized patients will often be physically examined by students and faculty as part of the students' educational experience. Standardized Patients also provide constructive feedback to students and faculty regarding their performance following patient encounters.

As a standardized patient, I am aware that I am expected to work in a professional manner which will require flexibility and commitment to meet the program needs. Participation in any facet of the program takes into consideration both the needs of the program and my interests, skills, and availability.

I agree to act as a standardized patient in a role for which I will be specifically trained. In this capacity, I understand that I will be interviewed and/or examined by health professional students in the same manner that would occur if I were an actual patient or client having informed consent. This may include but not limited to physical examination procedures/maneuvers that are normally part of the healthcare provider-patient encounter.

I understand that these standardized patient sessions are for instructional, practice, and evaluation purposes only. They do not constitute personal medical care. I understand I will be examined by someone who may or may not be an experienced healthcare practitioner and I have no expectations that this person will be able to render an opinion about my personal medical care. I understand that I am responsible for my own medical care and will present my questions and conditions to my own health care provider.

I agree to videotaping or audio taping of sessions for teaching purposes including review of recordings by faculty, students, and other standardized patients.

I certify that I have read the consent form completely. The nature and purpose of the program and its potential benefits and possible risks associated with participation as a standardized patient have been explained to me. I understand that I may ask questions and I am free to withdraw from the program at any time.

Standardized Patient Signature: _____ Date: _____

Parent Signature _____ Date: _____
(for minor patients under 18):

Program Coordinator: _____ Date: _____

Appendix G

INACSL and ASPE standards

INACSL Simulation Standards- PDF too large to download in handbook. Link provided to gain access:

<https://www.inacsl.org/INACSL/document-server/?cfp=INACSL/assets/File/public/standards/SOBPEnglishCombo.pdf>

ASPE Standardized Patient Standards- PDF too large to download into handbook. Link provided for access:

<https://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-017-0043-4>