

GEORGIA COLLEGE
STANDARDIZED PARTICIPANT
HANDBOOK

2021-2022

Georgia College
Simulation and Translational Research Center

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Georgia College Simulation and Translational Research Center

Introduction

Welcome to the Standardized Participant Program at Georgia College (GC). As a component of the Simulation and Translational Research Center (STRC) our Standardized Participant (SP) Program offers students an array of educational experiences to support numerous opportunities to develop and practice essential clinical skills and safe patient care, such as communication and physical assessment, within a secure learning environment. We employ individuals to portray the role of patients with different conditions and emotional states in various patient care settings.

The GC SP Program currently serves students in the School of Nursing. Interprofessional education experiences are conducted with other healthcare disciplines within the GC College of Health Science. The following information outlines the expectations we have for employees of the Standardized Participant Program as well as the policies and procedures essential to accomplish the mission of the STRC. Additional information about the STRC can be obtained on our website at [GC Simulation and Translational Research Center](#)

STRC Hours of operation:

Monday – Friday 8:00 a.m. – 5:00 p.m.

If you have any questions, please contact one of the following staff members:

Paige Ivey, MSN, RN Simulation Specialist

478-445-8564

Sterling Roberts, DNP, RN, CHSE STRC Director

478-445-5129

Equal Opportunity Employer

Georgia College (GC) is committed to the fundamental principle of equal employment opportunity and equal treatment for every prospective and current employee and strives to create a campus environment, which understands, fosters, and embraces the value of diversity. No person shall, on the grounds of race, genetic information, color, sex, sexual orientation, religion, national origin, age, disability, veteran status be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by Georgia College.

Georgia College is committed to the fundamental principle of diversity and inclusion, equal opportunity and equal treatment for all and strives to create a campus environment, which understands, fosters, and embraces the values of diversity and inclusion.

Please see the following link for further information [GC Equal Opportunity Employment](#)

Harassment Policy

Created by Dr. Sterling Roberts and Paige Ivey, NFO approved 08/2020

Revised 07/2020 SR, PI, NFO approved 09/2019; 07/2021 SR, TC, PI, TW, NFO approved 08/21

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Georgia College will not tolerate harassment of any individual because of that person's sex, race, religion, color, age, national origin, veteran status, disability, or any other status protected under applicable federal, state and local laws. Such harassing behavior should be avoided because conduct appearing to be welcomed or tolerated by one employee or student may be offensive to another employee or student. Respect for the dignity and worth of others should be the guiding principle for our relations with each other.

Please see the following link for further information [GC Harassment Policy](#)

The Application Process: Adult Standardized Participants

To apply for a standardized participant position, please contact the Standardized Participant Coordinator. You will be provided with directions on how to apply through the GC application website. Once your application materials have been processed through the GC Human Resources (HR) department, the Standardized Participant Coordinator will contact you to set up an interview.

Additional Required Paperwork

As employees of GC, standardized participants are required to complete all HR required paperwork prior to working as a standardized participant. In addition, all standardized participants must sign the Participant Agreement, (Appendix A), and a SP Profile (Appendix B) forms. The Participant Agreement form prohibits SPs from discussing cases and student performance with anyone outside of the educational experience and gives the university the right to video and record standardized participant events for educational purposes. The SP Profile form is a basic medical profile/history questionnaire. All forms are kept in the employees file at the GC SON Administration Office.

Working as a Standardized Participant at Georgia College

Payments and Benefits

Standardized participants are classified as temporary employees of the university. SPs are paid by the hour. The university pays Standardized Participants for training sessions worked at the STRC. SPs will need to enroll in direct deposit to receive payment from the university. SP payments are dispersed bi-weekly. Any questions regarding pay periods and payment should be directed to GC payroll at payroll@gcsu.edu

Records of SP hours worked are maintained by SP Coordinator. Any questions regarding compensation are handled by the SP Coordinator and for specific payroll related questions refer to GC Human Resource department.

Scheduling of Standardized Participant Events

Standardized participant events are requested by faculty members prior to each semester (fall, spring, summer). These requests include details with specific demographics (age, gender, etc.) and other needs to provide students with the desired learning experience and support the realism of the case. Many of these events require SPs with the physical ability and balance to repeatedly perform tasks and tests in order to meet the learning objectives of the event. The SP Coordinator will work with SPs

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directly to coordinate scheduling for events. Case training sessions will be scheduled prior to the date of the learning experience.

Types of Standardized Participant Events

Every standardized participant learning experience is unique and designed to meet the learning objectives of different student groups. SP learning experiences or events are classified in several different categories, as defined below:

Interview Event - These SP events are used to provide students with an opportunity to develop and practice therapeutic techniques and communication skills. These events may involve the students taking a health history, practicing motivational interviewing, or therapeutic communication techniques. The SPs are provided with and expected to memorize information related to the patient they will be portraying in the 'case'. Standardized participants are never required to share any private information that they do not wish to share.

Physical Assessment Event - During these events students will practice the skills of physical assessment with or sometimes without taking a medical history. Students may practice a complete physical examination that includes such elements as looking into the eyes, ears, throat, nose, taking blood pressure and checking reflexes. A more focused exam may assess just a few elements of a physical assessment (such as the heart, lungs and stomach). To support the validity of a patient 'case' the SP may be asked to wear a special pre-programmed shirt that will allow the students to hear the abnormal heart/lung/abdominal sounds. The SPs are provided with and expected to memorize information related to the patient they will be portraying in the case. This will include health history information, medication history, surgical history, social history, sexual history, and details about any symptoms the case includes. During these events students will practice both history taking and physical examination skills. Any event that includes a physical exam is included in this category.

Sensitive Examinations - Sensitive examinations include all gynecological exams (pelvic exams), breast exams, male genitourinary exams, and rectal exams. These sensitive exams are never performed on our general SPs. We do; however, have specially trained SPs who independently teach these examination skills to our nurse practitioner students. These SPs are contracted through outside entities.

Punctuality

Please arrive promptly at your confirmed time. SPs always report directly to the designated STRC faculty signified during their training session. Standardized participants who do not arrive on time, prepared and appropriately attired will be removed from our active database.

Confidentiality

All documents, in print or online which are used in your role as a standardized participant are the property of GC and may not be copied or reproduced for any use beyond your work as an SP at GC. Any discussion with, or any information that standardized participants receive from students must be kept confidential. Comments, updates, tweets, concerning your role should not be placed on social media (such as Facebook or Twitter). Any discussions you may hear between students, faculty or staff

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members must remain confidential. The Simulation Specialist or SP Coordinator is always available if a concern or question arises regarding the confidentiality policy (see Appendix A for Participant Agreement).

Parking

Free parking is available to SPs in the parking lots surrounding Atruim/Navicent Health Baldwin. The lot is accessed off Martin Luther King Blvd. or North Cobb St. SPs must park in areas further away from the building as parking spaces are reserved for patients that are in closer proximity to the facility. Access to the STRC is through entrance C. Upon entering the building, take the elevator to the third floor to gain access to the sim center. SPs will be responsible for parking ticket expenses when these rules are not followed.

Meals and Breaks

Water and snack breaks are provided during work hours. Please bring a water and snacks with you to the STRC. SPs are also encouraged to bring meals which can be stored in the refrigerator located in the lounge. A microwave is also available. Food may also be purchased at The Atrium/Navicent Health Baldwin cafeteria, located on the main floor of the building, if time permits. SPs will be made aware of lunch hours scheduled into the events they are assigned to work.

Assigned Role

SPs are to stay in character at all times when working with students unless instructed differently by the lead faculty, Simulation Specialist or SP Coordinator who will provide instructions on to effectively do so.

Hybrid Simulations

An event may require students to perform a procedure or conduct an examination that cannot be done on a SP. In those instances, a “task trainer” will be placed in the room with a SP who will direct the student to perform the required task on the trainer at a designated time. For example, suturing a wound or inserting an IV. We call these events hybrid simulations because they combine both SPs and simulators.

Use of Video Equipment

The GC STRC is fully equipped with video and audio recording equipment in all simulation and SP exam areas. Almost every SP session is recorded on video or streamed to a viewer at a computer station or in a classroom or in a remote location on or off campus. SPs are advised to use the restrooms in each exam room for changing clothes and reminded that all communications that occur in the STRC may be recorded (see Appendix A for Participant Agreement).

Training

Certain events require memorization of patient information (a case). These cases will be provided to you by the Faculty, SP Coordinator or Simulation Specialist two weeks before the training event is scheduled.

The training session will provide you with the following information:

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- Type of activity – teaching or assessment
- Length of the encounter
- Review of the SP Script (case)
- The case materials, which include the medical, personal facts, and the effect of the patient you will portray.
- Type of student you will be working with (undergraduate, graduate, nursing or athletic training)
- Strategies to deal with unanticipated questions or behaviors from students
- A clear understanding of the assessment checklist
- Debriefing, feedback and methods to use (if the session requires you to give feedback to the student)

The training process may include:

- A second training session to complete a dry run of the case (including physical examination) and checklist to familiarize yourself with the setting and computer use.
- Additional training of physical examination techniques (if needed, event specific).
- Review of SP training videos.

It is expected that the scheduled SPs arrive to work with the details of the case memorized and prepared to portray the case. Time is provided before each session for a ‘tune-up’ to review the case with the lead faculty, Simulation Specialist and/or SP Coordinator to obtain answers to any question’s SPs may ask.

The Script and Checklist

It is just as important to know the script and understand the checklist as it is to act out the case correctly. Some checklist will provide you with patient information that should not be released ***unless the student asks!*** This is a challenging aspect of being SPs. However, students must learn the appropriate questions in order to get the information they need to obtain in practice.

Students may ask questions for which there is not an answer provided by the script. We can’t anticipate every question a student may ask, and the list of potentials would be exhausting for SPs to try to memorize. Any question not provided by the script; please answer how you feel would be appropriate to the patient you are portraying in the case.

A few of reminders:

- In most cases, you will portray a patient close to your own age. If asked for a birthdate, use your own and adjust the birth year to the age of the patient.
- If you are portraying a patient that has children, be prepared to have ages and names.
- It is better to improvise an answer than to answer, “I don’t know.”

Role Etiquette

- To support the realism of the event, do not speak with the learners “out of role” before or during the simulation. You should not be seen by any of the learners unless you are “in role.”
- Please remember, the cameras are recording – even when the learners leave the room. Avoid gestures (rolling eyes, thumbs down, etc.) or make comments about the learners at any time

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since the recordings may be accessed by faculty or students. At the end of the encounter, focus on completing checklists or constructive, professional feedback.

- If you would like, feel free to bring bathrobe or slippers for use during breaks. No bare feet are allowed in the halls or the lounge.
- Do not walk in the hall or chat at the door between sessions. If you need assistance, please contact the Simulation Specialist for help.

Dress Code

SPs are expected to wear loose fitting clothing, unless otherwise specified. Female SPs wear sports bras underneath patient gowns for all physical assessment type events. Absolutely **No** thongs, string bikinis, sexy lingerie (lacey bras or underwear) or going without underwear is permitted. Jewelry and make-up should be minimal unless they are called for as props in a case.

Fragrance: Perfume or cologne should not be used. No odors on clothes or person (do not smell like smoke) permitted. Cleanliness (body, hair and nails etc.) is also a professional expectation.

Cell Phones

Cell phones are not to be used in the exam room. Make sure your phone is turned *off (or on silent)* and make any necessary calls during the breaks. Cell phones for the purpose of video/audio recording or taking of pictures is prohibited.

Feedback

Often SPs will be asked to provide feedback to the students. Your feedback will focus on communication style (both verbal and non-verbal), professionalism of the student, and whether certain pre-designated techniques were performed (i.e., hand washing). This feedback may be entered into the computer after each encounter or verbally discussed during a debriefing session. Sometimes all the SPs working an event will meet with all the students at the end of the session to provide group feedback. SPs do not provide feedback on students' performance of examination skills or techniques. The Simulation Specialist or SP Coordinator will provide instruction on constructive feedback techniques. At all times it is our responsibility to provide students with a safe and supportive learning environment.

SP Performance Review

The performances of SPs are reviewed regularly and on an as-needed basis which may include an annual performance review with the SP Coordinator or Simulation Center Director. This may occur through direct observation or a review of recordings. This review is an opportunity to give feedback to other STRC program faculty as well. SP knowledge and expertise will be assessed using the following criteria (Appendix C):

- Written and verbal feedback is accurate and consistent in quality.
- Attendance including arriving on time and providing notice when late.
- Portrayal of the case as trained including expression and details of the case.
- Ability to be flexible and adapt to changes.
- Ability to accept constructive feedback and integrate advice into performance.

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- Maintains a professional and positive attitude while working with faculty, staff, students, and peers.

Checklists and STRC Computers

You need to have basic computer skills to complete an assessment of students' communication skills as most of the learning experiences requires documentation after each encounter. You will be trained in the use of the STRC's simulation management system (LearningSpace®) by the simulation specialist. This training will take place prior to the scheduled event.

If you have computer problems during a session, please contact the lead faculty or simulation specialist. Computers and other equipment in the STRC are to be used for simulation purposes only and are not for personal use.

Detection of Findings in Standardized Participants

Occasionally faculty or students will detect findings in SPs which appear to be outside of the normal limits during an examination. If this occurs, the SP is made aware of the findings and advised to consult with their health care provider. The faculty, students and staff at GC do not diagnose or treat SPs.

Injuries /Accidents

In the event of injury while at the STRC, immediately inform the Simulation Specialist, SP Coordinator, STRC Director, or designated STRC faculty of any injury or accident sustained during the performance of job duties. A GC Injury Report form must be filled out on the day in which the injury occurred and sent to the SP Coordinator or STRC Director and GC HR; [GC Accidents](#). The SP Coordinator or STRC Director will submit the completed form to GC Human Resources.

SP Termination of Student Encounter

Our goal is to provide a realistic learning experience for our students. If a session becomes uncomfortable for the SP it may need to be concluded. While these situations are extremely rare, we want to provide you with guidelines on how to terminate an encounter.

A SP can terminate an encounter if he/she feels that there are the following conditions:

- Threat of physical harm
- Threat of uncontrolled anger/emotion (from self or learner)
- Threat of session moving from a medical exam to non-medical exam or interaction

Some things to think about prior to formally stopping a session, the SP should mentally ask *"what is causing me to feel discomfort in this situation;"*

- Is this a cultural difference and the student may not be aware of the discomfort I am feeling? – If this is the issue, note the behaviors that are contributing to the discomfort for feedback and continue the session if able. This would be an extremely valuable learning session for the learner.
- Is this a communication issue, we are simply not understanding each other's motives and actions? – A patient would take this very offensively. If this is the issue, note the behaviors that

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are contributing to the discomfort for feedback and continue the session if able, again feedback would be invaluable to the learner.

- Is the interaction moving from a “medical exam or interaction” to a “non-medical exam or interaction?” If the relationship is moving to a non-medical interaction and you have tried to refocus it within your role without success, stop the session.

PROCEDURES TO STOP A SESSION

Standardized Participants:

- Ask the learner to step out of the room and a STRC faculty/staff member will come to assist him/her.
- No explanations are necessary to the learner.
- When the learner has exited the room, immediately contact a STRC faculty member.
- An on-site STRC faculty member will come to speak with you and will ask you too immediately,
 - Document details of the interaction. Note what happened, student’s actions and behaviors and include feedback so the student can learn to avoid this type of interaction in the future with other SPs and real patients.
 - Give your report to the STRC faculty member. The STRC faculty and SP Coordinator and or STRC Director will review the tapes and provide you and the student feedback.

Remember: Feedback to the students in these situations is **critical**. Our philosophy at the STRC is for learners to make mistakes HERE where we can control and provide feedback. Therefore, your input is extremely important.

STRC Faculty:

When a SP contacts STRC faculty for assistance:

Immediately -

- Make contact with the SP to assure they are safe, not harmed and comfortable.
- Contact other STRC faculty present to talk with the learner
- Document all details of the problem. Note the time, date, session, SP, learner and any other pertinent information.

SP Coordinator:

If a situation arises that a session must be terminated, and the SP Coordinator is not on site:

- Meet/speak with the SP as soon as possible to assure they are safe, not harmed and comfortable.
- Ask the SP to immediately write down the situation, if he/she has not done so already, without explaining it to you. Be sure to communicate clearly to the SP that you are concerned about their feelings, but that it is important for them to immediately document the session in detail.
- Discuss the time frame for feedback with the SP, this will involve reviewing the tape at a later time and follow-up with the STRC and GC SON administration. Schedule a meeting for reviewing the situation within three business days.
- Let the SP know they can contact you if they have any other concerns before the meeting.
- Document conversation with the SP and your steps to resolve the concern.
- Meet with STRC and GC SON administration to review the situation and future plans.

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Simulation Specialist or other STRC Faculty:

If a situation arises that a session must be terminated:

Immediately -

- Move the student to a secluded room.
- Ask the student to write down what he/she felt was the difficulties in the room. (Note: time, situation, discussion, personal reactions)
- While the student is documenting the session, try to meet with the STRC faculty for some debriefing.
- After he/she has documented the situation, discuss the procedure for reviewing the recording and comments. Let the student know that he/she will be contacted with follow up information, provide him/her a date/time frame.
- Let the student know they can contact you if they have any other concerns.
- Document your conversation with the student and your steps to resolve the concern. Be sure to list contact information for the student.
- Meet with STRC faculty, SP Coordinator to review the situation and discuss follow up procedures.
- Contact/meet with the student's course faculty to discuss the situation and offer solutions.
- Please document as the process unfolds. The incident needs to be discussed with STRC and GC SON Administration.

Cancellation of Event

We respect the commitment our SPs make to our program. In the event a scheduled event is cancelled we will notify the assigned SPs as soon as possible. Please note that if the university is closed due to inclement weather or other reason all SP events are cancelled. The SP Coordinator will contact SPs to arrange rescheduling of the event.

Last Minute Call List

We maintain a list of SPs who are willing to be called at the last minute or early in the morning in the event of a cancellation or no-show. Please inform the Standardized Participant Coordinator if you would like to be included on this list.

Call-In Procedure

If a SP is unable to work an event after confirming the assignment, please notify one of the following people as soon as possible: Designated STRC faculty, Standardized Participant Coordinator, or Simulation Specialist, 478-445-8564.

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Appendix A
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Center
SP Participation Agreement

I, _____, agree to the following:

1. As a Standardized Participant (SP), an employee of the Georgia College School of Nursing and its Simulation and Translational Research Center (STRC), I will conduct myself in a professional manner at all times and will maintain standards including reliability, promptness, objectivity, flexibility and commitment to Center programs and needs.
2. In my capacity as a SP I understand that I may be interviewed and physically examined by students or health professionals in a manner similar to that which I might experience if I were an actual patient. Specifically, this may include aspects of a normal physical examination that requires skin visualization, assessment of the upper torso and lower extremities.
3. In consideration of compensation, I will receive for services as a SP, I irrevocably and without restriction grant to GC School of Nursing, GC STRC, and the GC Theatre and Drama Department, its faculty and staff the right to record my name, appearance and voice and to use such for bona fide Center uses such as training and marketing and, in the development, and promulgation of educational materials (whether for profit or not) and for any use for educational purposes.
4. I may be required to assess student or health professional performance by providing both qualitative (comments) and quantitative (scores) data. I understand that I have no right, title, or interest to such assessments or data, and I hereby consent to the use of such assessments or data in any analyses for research purposes. I further understand that my name will not be associated with any such research. Any research that concerns my performance as a SP, however, will require my informed consent to do such and will be strictly voluntary.
5. I understand that case materials and any information related to SP exercises are confidential and the property of Georgia College STRC. I agree to restrict any discussion concerning such to Sim Center staff or other participating SP colleagues. In no event shall I disclose any information about STRC's practices, clients, students, or an individual's or client's performance to any third party.
6. If I believe I incurred an injury or developed an illness that was directly related to my work at the GC STRC, I must contact a GC HR representative (478-445-5596) and the Simulation Specialist or SP Coordinator or his/her designee STRC faculty on the day of the injury or illness.

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7. All questions pertaining to the terms or conditions of this agreement or my rights as an GC STRC employee shall be directed to, Director of Human Resources,

I hereby certify that I am at least 18 years old, have read this participation agreement, or it has been read to me, and that my signature constitutes acceptance of all of the terms and conditions stated herein.

Print Name

Signature

Date

GC SON or STRC Representative

Date

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Appendix B

Georgia College Standardized Participant Profile Sterling Roberts, Simulation Director Paige Ivey, Simulation Specialist				
<i>Please complete the following survey. The information is confidential and is needed to help us assign standardized participants to appropriate cases. This is an application for performance opportunities and not for specific work</i>				
First Name:		MI	Last Name:	
Address:		City:		State: Zip:
Home Phone #:	Work Phone #:	Cell Phone #:	Email Address:	
Education Level Graduate (Check Yes or No) High School <input type="checkbox"/> Y or <input type="checkbox"/> N College(s)/Universities <input type="checkbox"/> Y or <input type="checkbox"/> N Graduate or Professional <input type="checkbox"/> Y or <input type="checkbox"/> N Other/Education/Training <input type="checkbox"/> Y or <input type="checkbox"/> N				
<i>The following information is necessary for selecting standardized participants to simulate medical problems that relate to a specific age, sex, or ethnic group.</i>				
Date of Birth	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female		Height:	Weight:
Do you know anyone who attends GC School of Nursing? <input type="checkbox"/> Y or <input type="checkbox"/> N				
Chronic medical problems (for example – heart murmurs, CAD, diabetes, arthritis, etc.)				
Allergies: <input type="checkbox"/> Y (please list) or <input type="checkbox"/> No				
Scars: (for example – gallbladder, appendectomy, cesarean, etc.)				
Ethnic Group: (Check One) <input type="checkbox"/> White (Non-Hispanic) <input type="checkbox"/> Black (Non-Hispanic) <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Other				
Briefly describe yourself (interests/work history/hobbies)				
Describe any experience in teaching or counseling that involved providing feedback to learners				
List any areas of your body where physical touch is prohibited:				
Describe any background in medical profession such as nursing, EMT, etc..				
Check time(s) you're available	<input type="checkbox"/> Anytime <input type="checkbox"/> Morning Only <input type="checkbox"/> Afternoons Only <input type="checkbox"/> Weekends Only			

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Emergency Contact Information:	Name:	Relationship:	Phone Number:
How did you hear about the Standardized Participant Program?			

Appendix C

Standardized Participant (SP) Evaluation Form

The categories included below are those deemed most essential to an effective and efficient SP program. Although all the SPs undergo a rigorous and effective screening process, each individual has different strengths and talents – this form will enable SP selection for assignments and cases that best match their abilities.

SP Name (first and last): _____

Rater Name (first and last): _____

Date Form Completed (mm/dd/yyyy): _____

Please use the following scale to rate the items below:

- 0 SP **unable** to meet this criteria
- 1 SP **occasionally** meets this criteria
- 2 SP **usually** meets this criteria
- 3 SP **always** meets this criteria
- NA The SP has not been given the opportunity to demonstrate this item

Case Portrayal

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1. Able to portray case as rehearsed during training	0	1	2	3	NA
2. Refrains from volunteering information (i.e. checklist items)	0	1	2	3	NA
3. Able to standardize case portrayal among a group of SPs performing the same case	0	1	2	3	NA
4. Able to tailor patient affect and emotional response as directed by case and faculty	0	1	2	3	NA
5. Able to portray simulated patient cases which require adaptability to student performance	0	1	2	3	NA
6. Refrains from incorporating incorrect responses into case portrayal	0	1	2	3	NA
7. Refrains from over-dramatization of case portrayal	0	1	2	3	NA
8. Comfortable with general (non-invasive) physical examination	0	1	2	3	NA

Comments:

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Learner Assessment

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1. Able to accurately recall checklist items (15 items or fewer)	0	1	2	3	NA
2. Able to accurately recall checklist items (15-40 items)	0	1	2	3	NA
3. Able to accurately recall checklist items (40+ items)	0	1	2	3	NA
4. Able to discern near misses from incorrect or not done items	0	1	2	3	NA
5. Able to assess interpersonal & communication skills	0	1	2	3	NA
6. Able to assess physical examination skills	0	1	2	3	NA
7. Able to complete checklists	0	1	2	3	NA
8. Able to complete rating forms	0	1	2	3	NA

Comments:

Feedback

/30

1. Able to deliver learner-centered and constructive feedback	0	1	2	3	NA
2. Able to deliver feedback according to training	0	1	2	3	NA
3. Able to deliver verbal feedback	0	1	2	3	NA
4. Able to deliver verbal feedback with peer learners and/or faculty preceptors present	0	1	2	3	NA
5. Able to document feedback	0	1	2	3	NA
6. Able to deliver feedback related to interpersonal & communication skills	0	1	2	3	NA
7. Able to deliver feedback related to physical examination skills	0	1	2	3	NA
8. Able to deliver feedback related to professionalism	0	1	2	3	NA
9. Able to deliver feedback to different levels of learners	0	1	2	3	NA
10. Able to focus feedback on present learner encounter (rather than comparisons to other students, past experiences with this student, past experiences with nurses or providers in general)	0	1	2	3	NA

Comments:

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Professionalism

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1. Behaves in a professional manner towards staff, students, faculty, and fellow SPs	0	1	2	3	NA
2. Adaptable to changes in expectations or plans (i.e. feedback session has been extended by 5 minutes, checklist item was removed, etc.) with positive attitude	0	1	2	3	NA
3. Refrains from discussing student performance outside of encounter (e.g. lounge or hallways)	0	1	2	3	NA
4. Follows direction without repeated staff intervention (where to find parking, where to find training materials, etc.)	0	1	2	3	NA
5. Can be trusted to act independently	0	1	2	3	NA
6. Comfortable acting independently (without constant STRC faculty supervision)	0	1	2	3	NA
7. Amenable to frequency and amount of training recommended by staff	0	1	2	3	NA
8. Brings materials to trainings and events, as directed (e.g. SP case materials)	0	1	2	3	NA
9. Arrives in appropriate dress and with appropriate personal hygiene	0	1	2	3	NA

Comments:

Administrative Issues

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1. Regularly checks e-mail for training materials, announcements, and communications	0	1	2	3	NA
2. Responds promptly to email messages, events and training dates needed	0	1	2	3	NA
3. Consistently arrives for trainings and event dates on time	0	1	2	3	NA
4. Maintains commitments to training and event dates without last minute (or no) notification of changes	0	1	2	3	NA
5. Accurately estimates whether or not time in schedule permits for training (i.e. SP does not commit to event dates, and then only has 1 session available for training the month prior)	0	1	2	3	NA
6. Generally is available for potential work and training dates (is able to manage schedule among other jobs, and is not only available for 1 or 2 dates per year)	0	1	2	3	NA
7. Able to maintain work performance over full day (up to 8 hours) with appropriate breaks	0	1	2	3	NA

Comments:

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Appendix D

Job Posting: Standardized Participant

Status: Non-Exempt

General Responsibility

The Standardized Participant reports directly to the Director of the Standardized Participant Program and Director of the Simulation and Translational Research Center. The major responsibility of this position is to portray all the characteristics of a real patient, simulating the signs and symptoms. Standardized participant will often be physically examined by students and faculty as part of the nursing students learning experience.

Specific Tasks

- Be highly dependable and punctual
- Demonstrate flexibility and reliability with scheduling and assignments
- Follow written and verbal instruction
- Provide constructive feedback to nursing students and colleagues
- Work in a professional manner when interacting with learners, faculty, supervisors and peers
- Be comfortable having repeated physical examination maneuvers performed on self
- Be willing to wear a hospital gown with only undergarments underneath, while on camera and/or observed live through an observation window or video monitor
- Simulate all aspects of scenarios, including history of current problem, affect/behavior and physical findings, in a standardized, accurate, and reliable manner
- Accurately and consistently complete checklists
- Accept ongoing feedback from facilitators and incorporate into case simulation
- Be willing to be audio and videotaped during simulations
- Other duties as assigned.

Job Category - Temporary

Work Schedule - Flexible Hours, events mainly on Monday, Tuesday, Wednesday, and Thursday

Minimum Job Requirements

- Less than high school; satisfactory completion of at least 2 major case portrayals, per established criteria.
- High school diploma

Must be flexible regarding scheduling and assignments. Must have the ability to understand and follow instructions. Must demonstrate the ability to be instructed by a Standardized Patient Educator and consistently simulate a case scenario in an accurate, reliable and professional manner. Applicants with acting experience are encouraged to apply, though this is not an obligatory skill set. Must possess strong communication skills, both written and spoken. Must have strong reading and writing skills to absorb and use the detailed case training and exam procedural information. Must have excellent recall of learner performance. Attention to detail is essential.

Conditions of Employment

The posting for an actual position opening may require specific physical attributes and/or characteristics

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designed to meet the role of the character being portrayed.

Working Conditions and Physical Effort

- Must be able to: move all extremities without difficulty, step up and down from an exam table, and quickly change from a gown to clothing.
- Work is performed in an interior medical/clinical environment.
- No or very limited physical effort required.
- No or very limited exposure to physical risk.