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I. General Information

The Simulation and Translational Research Center

The Simulation and Translational Research Center (STRC) is a state of the art simulation center located on the campus of Navicent Health Baldwin. The STRC provides a variety of instructional methodologies to support nursing and interprofessional education. Among the educational strategies used are the following:

- Simulation using computerized adult and pediatric manikins
- Faculty-assisted instruction
- Procedural task trainers to develop specific hands on skills
- Standardized patients (trained actors)
- Innovative, state-of-the-art multimedia

Students’ are able to practice assessment, communication, psychomotor and cognitive skills within a safe learning environment. Through the STRC students are able to practice the essential skills in their discipline in an authentic clinical setting. This type of preparation allows a student to understand and translate these skills into practice when in a clinical setting. The use of various fidelity simulations and standardized patient experiences supports the realism of the simulations. The student is given the opportunity to practice clinical skills in the Georgia College campus skills lab, prior to attending a simulation at the STRC.

Key concepts in the STRC learning environment include the following: communication, interdisciplinary collaboration, teamwork, patient safety, cultural competency, utilizing informatics and evidence-based practice. These key concepts are a part of the undergraduate and graduate curriculums.

In the support of a well-rounded learning environment and in aggregation with course outcomes, the STRC supports the following goals for students:

- Decrease learner anxiety
- Increase critical thinking
- Increase self-confidence
- Increase active learning
- Increase overall competency
- Increase critical analysis of student performance
General Information

Mission/ Vision/ Values

Mission

The mission of the Georgia College Simulation and Translational Research Center (STRC) is to provide challenging, interdisciplinary, state of the art simulations for all programs in an inclusive, supportive and safe environment. The STRC promotes student learning by integrating didactic content with deliberate, progressive, simulated clinical experiences that ensure mastery of essential nursing competencies. The STRC’s unique environment prepares learners to deliver care to diverse patient populations in a variety of care settings.

Vision

The STRC aspires to develop preeminent healthcare professionals using innovative educational strategies which will benefit our local, national, and international stakeholders.

Values

The STRC values are consistent with the Georgia College School of Nursing’s philosophy, including the development of nurse leaders engaged in evidence-based practice, lifelong learning, and civic participation to serve the healthcare needs of a diverse population.
General Information

Hours of Operation

• The Georgia College Simulation and Translational Research Center (STRC) is located on the third floor of the Navicent Health Baldwin Campus at 821 North Cobb Street, Milledgeville, Georgia.

• Normal business hours are from 8:00 am to 5:00 pm Monday through Friday throughout the calendar year. The STRC will follow the academic calendar of Georgia College for holiday closers. After hours and weekend events must be scheduled in advance following the scheduling policy section 6 (b and d) and approved by the STRC Director.

• The STRC can be accessed after hours and on weekends through the main entrance of the hospital.
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<td><strong>Director of Nursing</strong></td>
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<td><strong>Simulation Lab Technologist</strong></td>
<td>VACANT</td>
<td></td>
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<tr>
<td><strong>Administrative Assistant</strong></td>
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General Information

Decision Making Process

Purchase of equipment: New supplies should be submitted by November 15th for Spring Semester, April 15th for Summer and Fall semesters to the Simulation Specialist on the shared inventory document. New equipment requests should be submitted by April 15th each academic year to the STRC Director. All supplies and equipment purchases will need the approval of the STRC Director.

Prioritizing projects: The STRC will give priority to established simulations/events. Established events are those events that have occurred during a previous semester and will continue to occur each semester or annually. For faculty to implement new events a meeting will need to occur with the STRC Director/Simulation Committee at least one semester prior to implementation.

To assure alignment with the INACSL Standards of Best Practice, any new content using simulation material must be submitted for approval to the STRC Director, for review with the Simulation Committee at least 2 month prior to the event.

Resolving schedule conflicts: Simulation events for the Georgia College School of Nursing will take priority over all other events. Other courses within the College of Health sciences with a lab component will have priority over outside entities. Priority of use is determined by the STRC Director and reviewed by the SON Director as needed.

Further efforts to resolve any scheduling disputes will be handled as follows: 1) Taking into account the scheduling priority process. 2) In the event of more than one course with priority having a conflict in scheduling, any course that has requested the space on or prior to the deadline for fall, spring and/or potential summer semesters will receive priority. 3) After the respectful deadlines, requests will be resolved by the date the request was received on. 4) For those that are not approved for a particular date, other potential dates will be discussed with the course faculty. 5) Groups outside of Georgia College are to be encouraged to seek times that are not used by academia (evenings, nights, weekends, December and spring break). 6) Outside groups will be allowed to submit schedule requests after each semesters’ deadline. 7) In the event a resolution cannot be obtained following the above criteria, the final arbiter of scheduling conflicts will reside with the STRC and SON Director.

General Information

Required Disclaimer
When using the STRC space or name presenting content, presenters will need to
assure the message aligns with the mission of the STRC and International Nursing Association for Clinical Simulation and Learning (INACSL) standards of best practice.

**Required Events / Course Acknowledgments**
For communications and publications, the official name to be used for the STRC is as follows: Georgia College School of Nursing Simulation and Translational Research Center. After initially stating the full name of the facility, the following acronym may be used: GC SON STRC.
Usage of the Georgia College SON STRC name must be approved by the STRC Director and align with INACSL Standards of Best Practice: Simulation and Evidence-Based Practice.

**Policy and Procedure Review**
- Prior to the use of the STRC, clinical faculty and facilitators are to review the Policy and Procedure Manual.
- Prior to attending simulations, students are oriented by the STRC staff to applicable policies and subsequently as needed.

**Brand Use**
On documents, videos, pictures, publications and/or presentations, the simulation center should be referred to as the Georgia College Simulation and Translational Research Center or Georgia College STRC.

**Simulation Terminology Glossary**
Please refer to the Society for Simulation in Healthcare (SSH) Simulation in Healthcare Dictionary for terminology.

**II. Personnel**
See STRC organizational chart on page 10.

**III. Administrative Information**

**Support Staff**
The STRC Director will notify applicable staff and faculty of any simulation center emergencies, closers by e-mail.

**Overtime**
GC follows the University System of Georgia Overtime Policy.

**Scope of Work**
See Appendix A for simulation center job descriptions.

**Organizational Chart**
See organizational charts pages 8-10.
IV. Course Directors and Instructors

Instructor Training:

Course Content
Each simulation faculty will have completed the Simulation Education Modules. An annual Faculty Development Workshop on Simulation will be conducted annually and is based on the INACSL Standards of Best Practice: Simulation.

Simulation Center Technology
As new faculty begin to work with simulation technology, an experienced simulation faculty member will precept and help facilitate simulations until both the preceptor and preceptee agree that they are ready to conduct simulation activities. All simulation faculty are required to attend an annual Faculty Development Workshop on Simulation in August. Simulation faculty conducting simulations will collaborate with the appropriate course faculty when developing new simulation scenarios in May of each year, to ensure the maintenance of evidence-based practice and compliance with INACSL Standards. Annually, simulation faculty, as assigned by the Directors of the Undergraduate and Graduate Programs, will perform a literature search for best practice clinical standards and review changes to the GC policy and procedure manual in collaboration with course faculty, that are the content experts, to make any necessary changes to simulations. The STRC Director/Simulation Committee will validate simulation content to ensure alignment with standards.

Code of Conduct
Faculty, staff, visitors and observers are to adhere to the University System of Georgia Policies. Students will also be held to the same professional standards. In summation, students will need to be respectful of others, adhere to the confidentiality agreement (see Appendix B), be punctual and be dressed appropriately. For further information, please refer to the Undergraduate and Graduate handbook.

Course Development
See the National League of Nursing Revised Simulation Template and Section 15 (c) for the required content and format of scenarios to be used with all simulations created by course and simulation faculty.

Evaluation
As a part of the annual evaluation process, faculty and staff will be evaluated on their job performance in relation to simulation job functions. Faculty will be peer evaluated annually to assure compliance with INACSL standards (see Appendix C for the Simulation Faculty Peer Review). Students/participants also anonymously evaluate each simulation and faculty member after each simulation. Students complete the following associated questionnaires from the National League for Nursing (NLN);
Education Practice, Simulation Design Scale and Student Satisfaction and Self-Confidence in Learning located on an online survey, after each simulation.

Evaluations will be reviewed by the Director of Nursing, STRC Director, simulation faculty and specialist. Aggregated data will be shared with course faculty. Feedback from peer evaluations/ students will be used to make necessary changes to the simulated clinical learning experience and overall curriculum.

Course Registration
Simulation faculty are assigned by the Undergraduate and Graduate Directors, with the assistance of the STRC Director, based on their area of expertise. Students are assigned to simulation clinical experiences by course faculty. All scheduling requests within GC will be sent to the STRC Simulation Specialist (via e-mail) and will be scheduled by the Simulation Specialist in online simulation management system. The Simulation Specialist will forward space reservations to the Simulation Administrative Assistant to enter into R25 Live scheduling software for the University of Georgia. See Appendix D for scheduling room request form and section 6 for the STRC scheduling policy.

Equipment Utilization
See Appendix E for a list of equipment at the STRC.

Instructor Travel
Those traveling on behalf of the STRC will be reimbursed according to GC Travel Guidelines. Travel will be reimbursed through the appropriate undergraduate, graduate or STRC budgets.

V. Course Participants

Course Preparation
Preparation: Prior to each simulation clinical experience objectives are in the Desire to Learn (D2L) course site and will be reviewed with students by faculty prior to the beginning of the simulation. Any preparation material or pre-simulation assignments will be posted in the D2L course site.

Tardiness: All students are expected to arrive at the STRC on time. Simulated clinical experiences are to be treated like in-hospital clinical experiences with the same preparation and professionalism. If a student arrives after the simulated clinical experience has begun, he/she will not be allowed to participate in the simulation. In the event, there are no other simulations scheduled for the student to attend at another time, the appropriate make-up experience will be determined by the course and simulation faculty.

The student will need to contact the course clinical lead for the associated course to reschedule the simulated clinical experience. See the course syllabi and Undergraduate/Graduate Student Handbook for the tardy and leaving early policies, in addition to the definition of unexcused and excused absences.
Absences: Simulated clinical experiences are mandatory for each student. An unexcused absence will result in an unsatisfactory for a clinical experience. Students must contact the simulation faculty conducting the simulation and clinical lead for the course via e-mail if he/she is going to be absent prior to the beginning of the simulation. The course clinical lead will reschedule the student’s simulated clinical experience. In the event, there are no other simulations scheduled for the student to attend at another time, the appropriate make-up experience will be determined by the course and simulation faculty.

See the course syllabi and Undergraduate/Graduate Student Handbook for the excused absence policy, in addition to the definition of unexcused and excused absences.

Code of Conduct
Issues with classmates: Any issue with students/participants will be addressed in the following manner:
• Face-to-face meeting with the student of concern after the simulated clinical experience.
• In the event a face-to-face meeting is not an option a follow-up meeting will be required.
• Simulation faculty will complete the associated Clinical/Simulation Rubric for undergraduate students accordingly.

Disruptive students: Students that engage in disruptive conduct may be directed to leave the simulated clinical experience by the simulation faculty. Disruptive behavior is defined as, any behavior that interrupts the learning experience on GC premises. Such behaviors include, but are not limited to, unprofessional conduct, failure to follow the dress code and arriving to simulation late. Students that engage in such unprofessional behavior may receive an unsatisfactory and/or point deduction on the clinical/simulation rubric.

Dress code: Simulated clinical experience attire will follow the Dress Code Policy #1002 (see undergraduate student handbook). Graduate attire will be determined by faculty.

Cell Phone Usage
The usage of cell phones is not permitted during simulated clinical experiences, unless otherwise determined by the simulation faculty. No photography or videoing is permitted unless prior approval is obtained from the STRC Director. Therefore, any unauthorized photographs or videos will be considered a violation of the confidentiality agreement. In the event of an emergency, students may use their cell phones. However, the student will need to notify the simulation faculty/staff of the situation.

Student Evaluation
Undergraduate students are evaluated by the simulation faculty conducting the simulated clinical experience, using the clinical/simulation rubric located in the D2L course site for each course. The undergraduate clinical/simulation rubric is based on the program learning outcomes. The intent of the rubric is to be a part of the students’ formative evaluation. Course faculty have the discretion to determine if the clinical/sim rubric score will be a part of the overall clinical grade for the associated course (see course syllabi in D2L). In the event the simulation faculty require the student to have specific remediation, the faculty will notify the course/clinical lead. The course/clinical lead will schedule the student for the appropriate remediation and assure satisfactory completion. STRC Director, associated simulation faculty, course and clinical faculty will be allowed to access student evaluations, unless otherwise determined by the SON Director.

VI. Scheduling Courses and Rooms

Approval Process
Simulation content must align with undergraduate course content, learning objectives and program outcomes. All simulation activities must follow the INACSL Standards of Best Practice: Simulation. The STRC Director will need to give final approval of all new simulation activities, who is a Certified Healthcare Simulation Educator (CHSE). Established simulations, including learning objectives, will need to be submitted for approval three weeks prior to the event to allow for the STRC Director to ensure alignment with INACSL standards and that the simulation meets the overall mission of the center. At this time, there are no additional fees required, unless there is a significant impact to STRC personnel and supplies.

Scheduling Process
Reservations for space at the STRC need to be sent to the Simulation Specialist via (e-mail) by November 15th for Spring, April 15th for Summer and July 15th for Fall semester (see Appendix D). Each request will need to include each room and list equipment needed. The Simulation Administrative Assistant will enter the request into R25 Live software. Any GC SON conflicts in scheduling will be sent to the STRC Director for review and final approval.

Notifications
Once reservations for space are approved, a confirmation e-mail will be sent to the requesting faculty by simulation specialist. In the event of conflict, after approval of the STRC Director, requesting faculty will receive information regarding their requests via e-mail from the simulation specialist.

Priority of Use
Courses with a lab component will take priority over other courses in the SON for space in the STRC. SON requests for space will take priority over other disciplines within GC. The Sexual Assault Nurse Examiner (SANE) Team will take priority over outside entities. Outside requests will receive priority after GC and SANE Team requests. Priority conflicts can be reviewed by the STRC Director and Simulation
Committee as needed.

Cancellation

In the event of a cancellation of a simulation or other event, notice needs to be given two weeks prior to the scheduled event, unless due to unforeseen circumstances or inclement weather. The instructor is responsible for notifying all parties of the cancellation via e-mail as follows:

- Notification of the simulation specialist.
- Notification of simulation faculty conducting the simulation.
- Notification of the students/participants.

Record of Scheduled Events

All events are to be scheduled through the Simulation Specialist. Reservation information will need to include room number(s), title of the event, equipment needed, date(s), beginning and ending times, and course number/name. Administrative Assistants, Office Manager, Simulation Specialist and STRC Director will have full access to the schedule in Learning Space. Simulation and other faculty will have viewing access to the schedule in Learning Space.

Scheduling Disputes

Scheduling disputes will be resolved as follows: 1) Courses/groups with priority will be resolved by the priority scheduling criteria. See Section 6 b and d. 2) If conflict remains, any course/group that has priority scheduling that has submitted the request on or before the deadline (see Section 6 b) will be booked for the requested time. 3) If both courses/groups made the requests by the stated deadlines, the course/group that made the request first will be scheduled. 4) In the event of overbooking, the course/group that made the request first will be scheduled. 5) Outside entities are encouraged to schedule events during May, December, fall or spring break (see GC Academic Calendar). 6) After scheduling deadlines, outside entities will not be limited to these guidelines after the applicable deadlines for scheduling (see Section 6b).

Final Arbiter of Scheduling Needs

The final arbiter of scheduling conflicts will reside with the STRC and SON Director.

Complaints

Complaints should be directed to the STRC Director. The SON Administrative Team will discuss complaints as a part of the standing Administrative Team agenda. In the event of an urgent manner, the STRC Director has the authority to call a special meeting to discuss any serious issues. Suggestions for improvement can be sent to the STRC Director to be discussed with the Simulation Committee.

Severe Weather

The STRC will follow the GC Inclement Weather Procedures. Course faculty will schedule make-up sessions for any core curriculum simulations and communicate the schedule change to students via e-mail.
Observation of Non-Participants
Request for simulation observation of non-participants, including tours, should be submitted at least one month in advance to the STRC Director. The request will be reviewed and a decision to grant or deny non-participant viewing requests will be made by the STRC Director.

VII. Tours

Requesting Tours
To request a tour of the STRC, submission of the tour request form (see Appendix F) should be requested a month in advance through to the STRC Director via e-mail. Requests should include the institution name, date and time of requested visit, number of attendees in group, and specific areas of interest. General tours will include, as available, simulation suites, exam rooms and classrooms. Tours will not interfere or include simulated clinical experiences in progress.

Tour Requirements
Tours will last approximately 30 minutes to an hour, depending on the request and size of the group. Visitors will park in the last two rows of the parking lot, at the front entrance of the hospital. There is no cost associated with tour of the STRC.

Tour Cancellation
Tours will need to be canceled at least one week prior to the scheduled visit date.

VIII. Equipment

Loan
With the approval of the STRC Director, certain equipment may be checked out by faculty. Requests should be made at least a week in advance for faculty and a semester in advance by students, using the Equipment Request and Agreement Forms (see Appendix G or H). All requests should be submitted to the Simulation Administrative Assistant. Approval will be based on availability and by date requested. The requestor will be held liable in the event of equipment damage to the equipment in their possession.

Standard Center Equipment
A list of equipment for faculty/DNP student loan is available of the STRC website, responsibility of the borrower, user instructions and how to access/return equipment.

Acquisition Process
STRC equipment requests for purchase must be submitted on the Equipment Acquisition Form (See Appendix I) and go to STRC and SON Director for approval. Approvals are prioritized based on the overall need of the STRC center, who all may benefit from the purchase, budget and first come, first serve basis.
**Maintenance**

The Simulation Specialist is responsible for the overall care, maintenance, updates and warranty work of simulation equipment. Individual simulation faculty are responsible for the maintenance of equipment after each use. Equipment maintenance instructions can be found on the equipment manufacturers’ website. After each use, simulation faculty will need to clean simulation equipment and the external portion of the manikins per manual instructions and document cleansing on the Simulation Cleansing Log (see Appendix J). Simulationist and the Simulation Specialist are responsible for cleaning the internal manikins per the equipment manufacturer’s instructions. After each use, cleansing will need to be documented on the log located on the back of each room door. The logs will be kept in a Maintenance Log by the Simulation Specialist.

**Repair**

Any damaged equipment must be reported to the Simulation Specialist with the Repair Equipment Form (see Appendix K).

Internal: Those causing or witnesses to the damage of equipment are expected to report the damage to the Simulation Specialist.

External: Equipment is not loaned to outside entities without GC faculty to operate the equipment.

**Offsite Utilization**

Simulation equipment may be used at the Navicent Baldwin location for in-situ simulations. This equipment will need to be transported and operated by GC SON simulation faculty/DNP students.

**IX. Supplies**

**Acquisition**

Supply purchasing request should be completed by simulation faculty and entered into the shared inventory/supply document. Requests are to be sent to the Simulation Specialist by November 15th for Spring, April 15th for Summer and July 15th for Fall semester. Mid-semester request for unforeseen supply needs will be filled based on the availability of funds and need to be requested at least one month in advance to the Simulation Specialist. The Sim Specialist will coordinate orders with the hospital supply warehouse and other vendors. The STRC Director will need to approve orders prior to orders being placed by the Office Manager. Expired supplies are accepted from local hospitals and clinics as a part of the STRC cost saving efforts and overall sustainability.

**Organization**

The STRC inventory list (supplies/medications) and supply needs spreadsheet are available on the google shared document. Simulation medications are stocked in the Omnicell by the Simulation Specialist. Extra simulated (pill, injectable, powder and
cream) medications are stored in the medication room cabinets and labeled accordingly. Extra intravenous injectables and fluids are located in the supply room (3376) in labeled bins. Other supplies are located in marked bins, organized by specific skills in the medication and supply rooms. The clean linen cart is located in 3376. Additional supplies outside of the normal stock, associated with specific simulations are kept in the individual simulation suites.

**Inventory**

At the conclusion of each semester, the simulation specialist will compare current inventory to the needs of the up-coming semester. The inventory list is available to all simulation faculty, the Simulation Specialist and STRC Director.

**Budgeting**

GC SON students pay lab fees that fund the budget for supply purchases each semester for the STRC. Budget activity reports are obtained from the SON Office Manager.

**Usage and Re-Usage**

Intravenous flushes are reusable at the STRC. All other supplies are sent to the skills lab for reuse for skill acquisition purposes. Any needles or other sharps are not be to be re-used and are to be disposed of in a sharps container.

**X. Scenarios**

**Scenario Development**

The STRC utilizes the [National League of Nursing Revised Simulation Template](https://example.com) for the GC SON standardized scenario template. The template formats all scenarios to contain all of the necessary areas for simulation and provides consistency. Simulation faculty will be involved with simulation scenario design and development with course faculty to ensure that the INACSL Standards of Best Practice are followed. Any questions can be posed to simulation faculty or the STRC Director. For newly developed scenarios, simulation faculty should have the scenario completed the preceding semester of implementation to allow adequate time for piloting, revisions and further testing. Final new simulations will need to be submitted to the STRC Director for review by the Simulation Committee at least one month prior to the beginning of the implementation semester.

**Scenario Structure**

Each scenario scripture must include the following content:

- Case Title
- Level of Learner
- Expected run time
- Expected De-briefing time
- Goals and Objectives
- Equipment/props/moulage needed
- Participant role(s)
• Environment
• Patient Chief Complaint
• Patient Demographic Information (name, age, date of birth, gender, race, weight, height)
• Case Presentation (information given to the participant prior to the beginning of the case)
• Vital Signs
• Past Medical, Surgical and Social History
• Medications
• Allergies
• SBAR (Situation/Background/Assessment/Recommendation)

• Events (actions taken by the participant)
• Results of Event (Increase in respiratory rate, decrease blood pressure, etc.)
• Debriefing

1. Objectives of the simulation are to be shared with students at the beginning of the simulation. These are to serve as a guide for students and facilitation for the faculty. Objectives will need to be limited to five and appropriate to the level of the learner. The objectives will also need to align with the overall course outcomes.

2. Roles are to be assigned to each student prior to the beginning of the simulated clinical experience. Students should not be assigned roles outside of the scope of their training. Applicable roles include, primary and secondary nurse, medication, documentation nurse and observer.

3. Provider report will be given at the beginning of each simulation. The information will include the SBAR content pertinent to the simulation.

4. Diagnostics are to be included accordingly and how students will access the information in the simulated clinical experience.

5. Debriefing questions are to be congruent with the objectives of the scenario and guide in the self-reflection of students.

6. References are needed for each scenario. These references are to provide support of the utilization of evidence-based practice standards.

Authorship
Authorship will be recognized on the scenario template based on their involvement in the development of the simulated clinical experience.

Audiovisual Storage
All simulation clinical experiences are retained on a secured GC network, locked in the STRC server room. Recordings may be used during debriefing sessions, future viewing or for research purposes. Written consent from all students/participants will
need to be obtained for non-participant(s) to view recordings. All recordings will be kept for 7 years. At the end of the 7th academic year, recordings will be deleted by the STRC Director.

In the event of student appeal, recordings must be retained for an additional three years after the appeal had been completed. Recordings a part of an audit report or legal hold must be retained an additional 10 years after the report is completed.

Utilization of Scenarios
Authors, simulation and course faculty are responsible for assuring that scenarios reflect evidence-based practice standards and current hospital policy.

Clinical Quality Assurance
Scenarios will be reviewed annually in May by simulation and course faculty to assure that scenarios reflect of evidence-based practice standards and current hospital policy.

Pre-briefing
Pre-briefing is to be completed prior to beginning each simulated clinical experience in accordance with the INACSL Standards of Best Practice: Simulation Design. The pre-briefing should occur immediately before the scenario/case. Simulation faculty will need to refer to the scenario template for specific information related to case and Room Orientation Document for simulation (see Appendix L). A thorough pre-briefing supports establishing a safe learning environment for students/participants.

De-briefing
Debriefing is the most crucial part of the simulated clinical experience. All de-briefing sessions must follow the INACSL Standards of Best Practice: Simulation Debriefing. De-briefings should be conducted in a manner that supports student/participant self-reflection. Pre-written de-briefing questions should be pre-written and a part of the simulation template. Audiovisual playback of the simulated clinical experience should be utilized to support the debriefing process. Simulation faculty need to show training in de-briefing by receiving education on the art of de-briefing. All simulation faculty will need to stay current on best-practice techniques in de-briefing.

XI. Operations

Utilization of Simulation Center Staff
The STRC faculty and staff consist of the STRC Director, Simulation Specialist, Simulation Technologist and Simulation Administrative Assistant. Job descriptions for each can be found in Appendix A. Variations from these roles will need the approval of the SON Director to prevent unintended work.

Start-up and Shut-down Process
Location: The STRC is located at 821 North Cobb St. in Milledgeville, Georgia on the campus of Navicent Health Baldwin (NHB). The STRC main entrance is open to faculty/students from 8:00 - 6:00 Monday through Friday. The main entrance door is unlocked by NHB Police Department at 8:00 a.m. and secured at 6:00 p.m. daily. After hour entrance to the facility will require badge access (faculty only) through the main entrance. Simulation rooms are unlocked by faculty daily and locked at the completion of each use.

Badge Access: Badge access is granted only to faculty, by the STRC Director and NHB administration. GC faculty and instructors for the Sexual Assault Nurse Examiner Team have access after-hours to the coded lockbox and key. Users without badge access will need to contact NHB Police Department in the event access is needed outside of STRC operation hours.

Equipment: Those permitted to start-up and shut-down simulation equipment are faculty, staff and those designated by the STRC Director. Specific information on the start-up and shut-down of each simulator can be found on-line at the manufacturing company website. Shut-down includes turning off all equipment and returning the room(s) (simulation, medication and classroom) to their original state. All rooms must be locked after each use. Report any problems with the start-up or shut-down of equipment to the Simulation or Technologist.

Security of Information
All simulation scenario documents are located on a permission-based shared file on the GC SON server. Permission to access these files is granted by the STRC Director. All simulation faculty and staff have access to the simulation scenario documents. Student rotation schedules for simulated clinical learning experiences are kept in the course sites in D2L. Students sign-in and sign-out of the STRC via a badge swipe system. Attendance records are kept in EAB Navigate software on the GC SON server. Video recordings are kept on CAE Learning Space Simulation Center Management System within the GC SON server. Simulation equipment maintenance and logs are maintained by the Simulation Technologist. Purchasing documentation are kept by the SON Office Manager.

Simulator Maintenance
Maintenance Checks: Laerdal® SimMan 3G’s, Sim Junior and Gaumard® Victoria were purchased with a warranty level that provides annual preventative maintenance and will be completed by the company technician. Otherwise, any other simulators not in warranty will be maintained by the Simulation Technologist per manufacturer instructions. Mid- and High-fidelity simulators will be cleaned, inspected and undergo maintenance at the conclusion of each semester.

Warranties: The Simulation Technologist holds the responsibility for assuring daily, weekly, monthly and yearly updates are completed to maintain simulation operations.
The technician will ensure proper warranties are in effect for the appropriate simulators. Purchase of additional warranties will be capped at 5-7 years. The Simulation Administrative Assistant will enter warranty information onto a Permission-based shared file on the GC SON server. The Simulation Technologist will maintain simulators outside of the warranty agreements until beyond repair or its useful life is deemed expired.

**Course Supplies**
The Simulation Specialist assures supplies are organized by description and location. Courses that require unique supplies or equipment are kept in the storage room of the applicable simulation suite. In the event supplies are depleted, it is the responsibility of the simulation faculty to notify the Simulation Specialist for replenishing of supplies.

**New Course Preparation**
Each course will need to follow the pre-course checklist and timeline as follows:

i. 6 months before the simulation clinical experience
   1. Determine goals/objectives/overall concept of simulation/scenario
   2. Identify instructor support, simulation equipment and supplies needed
   3. Present essential information to the SON Curriculum, STRC Director and Simulation Committee to determine feasibility.
   4. Once approval obtained, schedule a pilot simulation event

ii. 3 months before the simulation clinical experience
   1. Pilot the simulation/scenario and make changes as necessary
   2. Order needed equipment/supplies
   3. Schedule simulation clinical experience(s)

iii. 1 month before the simulation clinical experience
   1. Confirm faculty, instructor and staff support
   2. Notify attendees of the simulation clinical experience schedule
   3. Verify all equipment/supplies have been received

iv. 1-2 weeks before the simulation clinical experience
   1. Prepare paperwork
   2. Send reminders to students/participants about pre-simulation work to complete prior to attending the simulation clinical experience

v. Day of the simulation clinical experience
   1. Arrive early to set-up room
   2. Configure simulator, AV equipment and software
   3. Remind students/participants to complete post-simulation assigned work
   4. Meet with team to discuss what went well and what can be improved upon, make changes as needed

**Course Turnover**
After each simulated clinical experience simulation the Simulation Specialist and simulation course faculty are responsible for returning areas utilized to the original state. In the event the Simulation Specialist is unavailable, simulation course faculty will be responsible for returning the areas used to the original state. The items below are to be completed after each simulated clinical experience:
• Drain fluids from simulators
• Run alcohol solution per manufacturer guidelines through the simulator and drain
• Shut-down the simulator
• Shut down AV equipment
• Clean manikins
• Remove armbands
• Clean equipment (per manufacturer guidelines)
• Return equipment to supply room

• Return the following to the locked cabinet in office:
  o Sim Stethoscopes
  o Sim Shirts
  o Harvey Stethoscopes
  o Sim Thermometers
  o Otoscopes/Ophthalmoscopes
• Return case(s) paperwork to simulation file cabinet in the control room
• Place trash can(s) in the hall for EVS pick-up
• Log-out of Smart Display
• Turn-off Smart Display
• Return chairs in classroom under the tables
• Assure all medications and sharps are disposed of in medication room
• Lock all rooms
• Return key to lockbox

**After-hours Access**
After-hours simulation clinical experiences may be scheduled by faculty and will need to follow the guidelines of Section 6 - Scheduling Courses and Rooms. Prior approval from the STRC Director will need to be obtained for after-hours activities. All faculty and staff of GC SON and SANE Team have badge access to the STRC after-hours and the lockbox code for master key.

**XII. Participant Agreements, Confidentiality, Professionalism & Video Recordings**

**Confidentiality & Professionalism**
Simulated experiences at the STRC are confidential. Participants will sign a GC Simulation Participant Agreement (Appendix B) agreeing to support the confidentiality of the simulation scenarios. All students are to treat simulated patients as actual patient information in the clinical setting, thus adhering to the Health Insurance Portability and Accountability Act (HIPPA). Students will complete a new consent for each course at the beginning of each semester. All consents will be kept in the course sites in D2L and be accessible until the student has graduated. Students refusing to consent to confidentiality and professional guidelines will be unable to participate in simulation learning experiences which may result in a clinical unsatisfactory grade.

**Video Recording Policy**
Prior to each simulation day students are informed of the plan to record. All
simulation video recordings are retained on a secured GC network, locked in the STRC server room. Recordings may be used during debriefing sessions, future viewing or for consented research purposes. Written consent from all participants will need to be obtained for non-participant(s) to view recordings. Non-participants are the students that were not scheduled to be a part of the simulation learning experience for that day. Signage is located throughout the halls of the STRC, alerting students that they may be recorded at any time while at the simulation center.

**Video Taping**

Each student needs to acknowledge that their performance may be videotaped whether actively participating or observing the scenario. Students will be asked to allow GC faculty/staff to use video recordings for public relations, advertisements and/or fund raising activities. Students will also be asked for consent to video recordings for confidential GC SON program research. Any use outside of the stated purposes will require the consent of all participants and approval of the STRC Director.

**Video Destruction Policy**

All simulation video recordings are retained on a secured GC network, locked in the STRC server room. Videos will be saved until students have successfully graduated. In the event of student appeal, recordings must be retained for three years. Recordings that are a part of an audit report or legal hold must be retained 10 years after the report is completed. Other participant (non-student) videos will be deleted immediately following the debriefing.

**XIII. Course Observation**

**Participant Observation**

Students not actively participating in the simulation may observe from a designated deemed appropriate area by STRC faculty/staff. Students will be reminded that observations are to be treated as actual patient information in the clinical setting, thus adhering to the Health Insurance Portability and Accountability Act (HIPPA).

**Non-Participant Observation**

Any viewing requests by non-participants for simulation observations from the control room or remote location will need to be submitted one week prior to the date of the event to the STRC Director. Photos or videos for marketing purposes will need to obtain approval from GC University Communications Department and the STRC Director. Request will need to be submitted two weeks prior to the scheduled event. Observer interaction with students is at the discretion of the simulationist and/or course faculty.

**Disclaimers**

In addition to participants, all observers will be required to sign the confidentiality agreement (Appendix B).
Acknowledgements

Participating in a simulation clinical experience does not guarantee competency in the clinical setting. Simulation is used as a pedagogy to further the learning of students.

XIV. Fiscal

Fee Structure for Use (internal and external use)
Currently, the STRC is financially supported through student semester fees. GC allows for student lab fees to be used to support clinical simulated experiences. STRC faculty are a part of the GC SON faculty budget.

No fees are associated with GC SON faculty working with undergraduate or graduate students. Currently, the STRC does not have any contracts with outside agencies. Therefore, there are no fees associated with the utilization of the STRC for outside entities to use the STRC space, equipment or GC SON faculty to conduct simulated learning experiences.

Reporting
An annual report is provide to the GC SON Director that includes accomplishments, progress towards goals identified by the Simulation Committee and/or SON strategic plan, in addition to plans to meet the up-coming years goals based on the STRC and SON strategic plans.

Annual Budget Reporting
GC SON student fees provide internal funding for the STRC activities annually. These funds are allocated each fiscal year by the Vice President for Finance and Administration for GC. All information is shared and managed with the STRC Director. Any other revenues associated with the STRC would have separate budget/account codes, and managed by the appropriate GC SON faculty.

Annual budgeting will follow the GC budget calendar for modifications in fees requests to be submitted during fall semester each year, including the justification for the increase to the Vice President for Finance and Administration, followed by the President of the University and final approval form the University System of Georgia. Once fees are approved during spring semester to meet the needs of the STRC, funds are shared with the STRC Director.

Fiscal Year and Documentation
At the beginning of spring semester, the STRC Director will review operation expenses and revenue(s) with the Simulation Committee. Any changes to the budget or purchases will also be discussed. The report will be shared with the Director of the GC SON and are available upon request to the STRC Director.

Purchase and Acquisition Procedure
Requests for equipment and/or purchases can be made by faculty/staff to the STRC Director. Purchase quotes for equipment acquisitions should be submitted to the STRC
Director by requesting faculty. Purchases will be at the discretion of the STRC and SON Directors using the following guidelines: 1) Determination that the specific learning equipment requested meets the learning objectives of the simulated clinical experiences; 2) Review and evaluate items from other vendors; 3) Prioritization will be given to purchase requests based on the necessity to meet the learning objectives. Once purchase decisions are determined and approved by the STRC and SON Directors, purchase requests are submitted to the SON Office Manager to order.

**Reimbursement Process**
All purchase requests should be sent to the SON Office Manager. Reimbursement of funds to faculty/staff for purchases will not be permitted.

**Financial Accounting**
Information regarding the STRC funding account is available upon request from the GC Budget Office.

**Conflict of Interest**
Refer to the [GC Conflict of Interest Policy](#).

**Purchasing Equipment**
See section 14(e).

**Purchasing Approval Process**
See section 14(e).

**Payroll**
All employees of the STRC are employed by the GC SON. Any employees of the STRC are hired through a process directed by the STRC and SON Directors. All faculty payroll is approved by the SON Director and staff/graduate assistants/student workers are approved via the Office Manager, through the OneUSG Connect® Payroll/Time Input system. All approvals are routed to the Office of Finance and Administration for payroll processing.

**XV. Courses**

**Approval Process**
GC SON Simulation Events: All undergraduate and graduate simulation events are approved through the GC SON Curriculum Committee. The committee will evaluate simulation events for alignment with course objectives, program learning outcomes and integration throughout the curriculum. The STRC Director and Simulation Committee will evaluate the simulation event for alignment with INACSL Standards of Best Practice: Simulation. All content must be submitted to the respective committee chairs 6 months prior to the start of the implementing semester of the simulation event.

Outside User Events: All outside entities requesting utilization of the STRC will need
to refer to the STRC Policy and Procedure Manual for the requesting/priority process. Outside content will need to reference INACSL Standards of Best Practice: Simulation and Evidence-Based Standards of practice. Approval of content from by the STRC Director will not be needed for outside entities and should be submitted 60 days prior to the event.

**Funding**

Funding for supplies and equipment is comprised of undergraduate and graduate nursing student lab fees. SON Operating Budget funds office supplies and other incidental expenses. Catering costs are not covered by the University System of Georgia.

**Mandatory Elements**

i. **Course Description:** Refer to the undergraduate and graduate course catalogs for course descriptions. Each nursing course has been reviewed by the SON Curriculum Committee. Please refer to the Principal Investigator (PI) of grants for descriptions.

ii. **Course Objectives**: Course objectives are available upon requests from course coordinators. All simulation scenarios must align with the course objectives in which course the simulated learning experience is a part of. In addition each simulation is aligned to meet the student’s program of study learning outcomes. Please refer to the PI of the grant for specific objectives for grant(s).

iii. **Target Audience:** Undergraduate students will participate in simulated learning experiences as a part of program requirements that correspond with course content. Graduate student participate in simulation learning experiences depending on the course in which the student is enrolled. Grant students attending simulation is determined by the PI of the grant.

iv. **Pre-Course Material:** Determined by the course coordinator, author(s) of the scenario and/or the PI of the grant.

v. **Day of Course Material:** Determined by the course coordinator, author(s) of the scenario and/or the PI of the grant.

vi. **Post Course Material:** Determined by the course coordinator, author(s) of the scenario and/or the PI of the grant.

vii. **Outside Users:** Sixty days prior to an event outside entities will need to meet with the STRC Director to submit the mandatory elements listed above. Events will need to align with INACSL Standards of Best Practice: Simulation.

**CEU/CE Policy**

All Continuing Education Units (CEU)/Continuing Education (CE) must be submitted and approved by the STRC and SON Directors; through the GC SON Office Manager. CEU/CE content is to be submitted to the Georgia Nurses Association for approval.
XVI. Remediation

General Policy
Students in need of remediation, will be referred to course faculty using the Practice Required Form (see Appendix N). Course faculty will be responsible for the development/coordinating remediation content and activities.

Instructors
In the event student remediation is needed, simulation faculty will notify the course coordinator and provide specific areas for student improvement.

Participants
Any student that does not meet the learning objectives of the simulated learning experience may be required to remediate. Each student will need to plan to attend the designated remediation by the course coordinator outside of the normal scheduled course work.

Documentation
The Practice Required Form (Appendix M) will need to be completed by simulation faculty for students in need of remediation. Forms will need to be e-mailed to course coordinators in D2L for course/clinical leads to schedule students for remediation.

Ethical Guidelines
Simulation faculty will make students aware of the need for remediation and that the remediation will be discussed with/coordinated by the course/clinical lead.

Simulation Performance
Undergraduate students will be evaluated using the clinical/simulation rubric that has been deemed appropriate by the simulation committee during the development phase of the simulated clinical experience. Faculty will complete the rubric following the simulated clinical experience and use to determine student’s need for remediation.

XVII. Customer Relations

Dispute Resolution
For scheduling disputes and complaints please refer to Sections 6 (g) and (i) of the policy and Procedure manual. Any other disputes and/or complaints should be made to the STRC Director. The STRC Director will work with the parties involved to resolve the issue and implement any necessary changes.

Marketing of Center
The CoHS Dean, SON Director, Campus Communications Department and the STRC Director are responsible for communicating with users (internal and external) of the STRC for simulation experiences and research endeavors.
Name Use Policy
For communications and publications, the official name to be used for the STRC is as follows: Georgia College School of Nursing Simulation and Translational Research Center. After initially stating the full name of the facility, the following acronym may be used: GC SON STRC. Usage of the Georgia College SON STRC name must be approved by the STRC Director and align with INACSL Standards of Best Practice: Simulation and Evidence-Based Practice.

Web Usage
See the STRC website. The STRC Administrative Assistant and the STRC Director make decisions regarding the content of information included on the STRC website. The website will include the following information; 1) Mission, vision, and values statements, 2) Policy and Procedure Manual, 3) Directory of Simulation Faculty and 4) Promotional media. The STRC Administrative Assistant is responsible for updating the content on the website.

Information Dissemination
Course offerings are within the GC SON and can be accessed through the GC Registrar’s Office. Any additional offers will be marketed through e-mail, mailings, social media or websites. Marketing decisions are made by the STRC Director, SON Director and the CoHS Dean.

Media
Media requests should be made to the GC University Communication Department. The Communication Department will decide to approve or deny the request and who will be authorized to speak to the media. Filming of simulated clinical experiences will need approval of the STRC Director as well to determine appropriate activities. Students/participants being filmed that feel uncomfortable with filming for media purposes may decline to participate.

XVIII. Travel and Meeting Attendance

Meetings
Funding for the STRC Director to attend the INACSL and Society of Simulation in Healthcare annual conference shall be included in the SON or STRC budget for each year. This is subject to change at the discretion of the CoHS Dean. Funding for simulation faculty to attend simulation conferences on best practice will be included in the annual SON or STRC budget.

Reimbursement
All travel expenses will need to be approved by the SON Director. All expense forms should be submitted to the GC Business Office, using the Travel Authorization From. Reimbursement will follow the GC Guidelines for Specific Expenditures.

Covered Expenses
Covered expenses will follow the GC Travel Guidelines.

Scheduling Conflicts
The STRC Director will consider the staffing needs of the STRC regarding simulation faculty attendance to a conference. In the event of conflict, the STRC Director will determine priority.

XIX. Research

IRB Policy
In accordance with federal and institutional regulations, the GC IRB must approve any research endeavors in which faculty, staff and/or students conduct. All research efforts will need to comply with the University System of Georgia Ethics and Compliance Program and the GC Institutional Review Board.

Security
Security of all hard copy and videos used in research is governed by the GC IRB polices related to security and confidentiality of data must be followed.

Fiscal Impact
Funding secured by Principal Investigators for research in the STRC will cover costs associated with the research, including equipment and personnel. STRC staff/faculty will partner to support research efforts with Principal Investigators.

Publications
All research conducted at the STRC will be disseminated accordingly and with all team members identified.

Authorship
Author(s) are to be cited in simulation research and the PI will discuss the signification of first author with the team accordingly.

Data Collection
The PI is responsible for deciding on the process for data collection. With determining the data collection process, the PI will need to work with the simulation team to ensure resources are available and that the overall project meets the mission of the STRC. Ultimately it is the responsibility of the PI to assure that data is collected per protocol correctly.

XX. Safety and Security

Emergencies
Medical/Non-Medical: 1) Assess student/participant status and take appropriate action (Navicent Baldwin phone numbers are listed at the Nurse’s Station). 2) Obtain information from student/participant and/or witnesses regarding the incident. 3) Seek additional medical assistance as appropriate. 4) Notify the Clinical Lead for the course of the incident. 5) Complete the SON Incident/injury Report in the GC SON Student Handbook and submit to the Assistant Director of the SON within 24 hours of the incident.
AED Location: The nearest AED is located on the main hallway upon entering the simulation center.

Identification Badges

All students, staff and faculty are required to wear GC identification badges while at the STRC and are to be worn during all simulated clinical experiences. Access to the STRC is granted through badge access doors.

Physical and Psychological Safety

In the event a student is experiencing undue anxiety or stress a member of the STRC will intervene and assist the participant in reaching the appropriate campus services. If this occurs during a simulated clinical experience, the facilitator will notify the course/clinical lead, and the appropriate SON Program of Study Director. Campus resources include the Response Protocol for Emergencies and NHB Police Department (Phone number at nurse’s station, whichever is applicable to the situation.

To help ensure physiological safety, an orientation is to be conducted during the pre-briefing (see Appendix L). All student health requirement prerequisites follow the applicable SON Student Handbook requirements. Undergraduate records are kept by the SON Undergraduate Administrative Assistant. Graduate records are maintained in Evalue®.

XXI. Biohazard Material

Authorization for Use

Faculty and staff of the STRC are permitted to use biohazardous materials. Course Coordinators will need to discuss the use of biohazardous waste with the simulation team. The team is to receive orientation regarding the biohazardous waste by the course coordinator. Upon need of disposal, the simulation specialist is to be notified and will contact Navicent Health Baldwin’s (NHB) Environmental Service (EVS) Department for proper disposal.

Preparation

Prior to beginning a simulated clinical experience, the simulationist and/or course faculty will need to verify that the wall mounted sharp box is in place and not full prior to beginning the activity. Notify the simulation specialist or NHB EVS Department to replace sharps containers (NHB EVS phone number is at the nurse’s station).

Removal

Notify the simulation specialist or NHB EVS Department to replace sharps containers (NHB EVS phone number is at the nurse’s station). NHB will dispose of all biohazardous material per hospital policy.

Cleaning

All sharps are to be disposed of in sharps containers. All fluids and blood are
simulated bodily fluids and therefore no special cleaning needed for simulated bodily fluids or blood. Simulation faculty are to assure all linen used with simulations and standardized patients are to be placed in the soiled utility appropriately. Once the linen hamper is full, simulation faculty will need to notify the simulation specialist or NHB EVS Department to pick up the linen for laundering (NHB EVS phone number is at the nurse’s station).

Manikins are to be cleaned according to manufacturer guidelines. Cleaning supplies for each manikin are located in the closet of each simulation room. After utilizing graduate rooms with students/participants/standardized patients, the red flag is to be flipped outward, to alert NHB EVS to clean the exam room. EVS will flip the green flag when the room is clean and available for use.

Appendix A

Job Posting: Clinical Simulation and Learning Center Director/Lecturer/Simulation Specialist
Status: Exempt

Position Description:
The Simulation and Translational Research Center Director is responsible for oversight of simulation and operations of the Simulation and Translational Research Center (STRC) in the College of Nursing at Georgia College. Primary responsibilities include leadership and development of faculty and staff in simulation standards of best practice. The STRC Director also has the ability to collaborate with other faculty and staff in incorporating simulation technology into the school of nursing curriculum.

Required Education:
Nursing Degree
PhD, DNS, EDD, or DNP in addition to a Master’s degree in Nursing (MSN) with Nursing Education or related credentials.

Required Experience in Years:
Minimum of three years of simulation nursing experience. Minimum of five years professional nursing experience.

Required License/Certification/Experience:
Active Georgia license as a registered nurse required.
Certified Healthcare Simulation Educator
Recent medical-surgical experience
Ability to prepare and organize simulation laboratory and demonstration materials
Ability to understand and utilize advanced technical sim center equipment, and communicate that knowledge to others as appropriate
Ability to anticipate and effectively adapt to changes in program requirements and methodology
Ability to work effectively with a diverse faculty, staff, and student body

Major Job Requirements:
Simulation
• Promotes the mission, vision, and goals of the STRC
• Supervises the STRC faculty and staff
• Leads the use of evidence-based simulation models to develop, implement, and evaluate simulation scenarios as an educational pedagogy
• Stay up to-date on current practices related to simulation education
• Evaluates clinical simulation curriculum to achieve the mission, vision and goals of the STRC
• Support the various goals of the STRC; such as teaching, research, and revenue-generating.
• Operation of the simulation technology for simulated clinical experiences
• Support and guide special projects within the simulation center
• Chair the STRC Committee for the School of Nursing; provide leadership for faculty and work with STRC Committee to update policies
Develop, implement, update and monitor simulation center procedures, use and operations of the STRC
• Mentor faculty and students
• Facilitates faculty in the following areas on simulations:
  • Development
  • Evaluation
  • Role-playing
  • Props
  • Appropriate fidelity usage
  • Achieving realism
  • Meeting accreditation standards
• Collaborate with faculty on purposed simulation endeavors to assure INACSL standard compliance
  • Performs data analysis to evaluate learning and satisfaction with the provision of services
  • Oversees and monitors the following:
    • maintenance of the sim center/lab inventory,
    • ensures the safe storage and disposal of hazardous materials,
• Orients instructors/faculty on sim center
  ○ procedures,
  ○ location and use of materials,
  ○ operation of equipment

• Serves as faculty to students in teaching scenario/learning situations of nursing skills, simulations, and debriefing sessions

• Responsible for business development of the simulation lab including:
  ○ budget recommendations
  ○ establishing community partners
  ○ developing income generating projects
  ○ seeks grants and other funding sources

• Oversees simulation lab information and technology support

• Ensures a safe and healthy work environment, complies with college health and safety policies, practices, and programs in keeping with occupational health & safety legislation and regulation

• Works closely with college staff to appropriately integrate lab operations, obtain maximum utilization for the most efficient expenditure, and to moderate student costs

• Stays current with developments in the field of simulation technology and learning theory

• Creates and maintain a respectful and professional working environment, incorporating active learning, reflective thinking, and a confidential de-briefing process

• Models professional standards, including customer service, collaboration, communication, excellence and attendance

• Any other duties as may be appropriately assigned or required

• Facilitate use of STRC between all programs within the CON

• Represent the STRC locally, regionally, and nationally.

SUPERVISION –
Works under the general supervision of the Director of the School of Nursing

ATTENDANCE – The individual in this position is expected to be generally present and available throughout the academic year during the normal business hours of the college, and may occasionally have work obligations outside of the college’s normal business hours.
WORKING CONDITIONS—Conditions are those of a typical office and classroom environment, requiring frequent oral and written communication with college employees, students, and vendors, the presentation of information on-line and in face-to-face settings, and the ability to enter data and written communications in electronic format in a timely manner. The ability to be generally and continuously aware of the safe and appropriate operation of the lab equipment and material is essential.

Appendix A

Job Posting: Standardized Patient Education Program Coordinator
Status: Exempt

Position Description:

The Associate Director of Standardized Patient Education leads - in partnership with the Director of Simulation and Translational Research Center - the training, managing, coordinating, and monitoring of learning activities involving standardized or simulated patients (SPs). SPs are women, men, and adolescents hired from the local community to portray clinic patients, so that nursing students may practice interviewing, physical exam, and communication techniques. Serves as the lead SP trainer and is directly responsible for training other clinical skills educators, (including nurse educators) to teach SPs to: authentically portray clinic patients, provide constructive verbal and written feedback to nursing students, and to accurately assess nursing student communication skills using the faculty generated global communication skills rubric. Serves as the point person for stewardship of quality assurance among SPs in terms of inter-rater reliability for high stakes exams,
(e.g. OSCEs); coaches or remediates any SPs who are not scoring reliably as part of our program; educates nursing students including in teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) workshops.

The Associate Director of Standardized Patient Education will assist the Director of Simulation and Translational Research Center in developing new curricular activities that utilize human simulation including SPs and in remediating/coaching students as needed to achieve student outcomes.

Required Education:
Nursing Degree
PhD, EDD, or DNP degree

Required Experience in years:
2+ years full time as a standardized patient trainer or clinical skills educator at a simulation center in higher education for a nursing/medical school, and experience using CAE Learning Space software.

Required License/Certification/Skills:
Active Georgia license as a registered nurse required.
Proficiency with CAE Learning Space Software.

Major Job Requirements:

• Leads/manages the implementation of existing simulation-based educational initiatives utilizing standardized patients, (e.g. SPs - people trained to role play with health care trainees to assist in teaching clinical communication and physical exam skills to learners).
• Serves as logistical/operational lead for clinical courses utilizing standardized patients.
• Trains faculty in best practices for training SPs.
• Conducts annual evaluations for each SP working in the program.
• Assists the Director of Simulation and Translational Research Center in the curriculum development of new simulation-based educational initiatives utilizing SPs; remediating/coaching nursing students as needed to achieve student outcomes.
• Participates in teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) workshops.
• Collaborates with Director of Simulation and Translational Research Center on SP-related research projects.
• Supports SON faculty in best practices for educational design and implementation of human simulation events.
• Serves as point person for operations of CAE Learning Space software including educating/mentoring new faculty and staff users.
• Serves as lead standardized patient educator/trainer for routine events/operations.
• Assists Director of Simulation and Translational Research Center in preparing any needed event or related budget projections.
• Attends human simulation conferences, most significantly ASPE - the Association of Standardized Patient Educators.
• Performs other related duties as assigned including but not limited to participating in special projects as needed, and assisting with non-human simulation (e.g. operating manikins and task trainers).
• Previous experience presenting at the Association of Standardized Patient Educator’s (ASPE) conference on SP training techniques.
• Participation in the ASPE Grants & Research Committee Scholar’s Certificate Program

Experience teaching SBIRT with nursing students.

Knowledge, Skills & Abilities:

• Knowledge of SPs and simulation related to nursing/medical students is essential.
• Skill in excellent communication skills to include: public speaking, facilitation, interpersonal, networking and building collaborations.
• Ability to work independently as well as function as part of a team.
• Ability to exercise excellent time management and organizational skills, creativity and ability to be flexible.
• Ability to teach and train SPs on healthcare topics in a nursing education setting.

Physical Requirements (With or Without Accommodations):

• Visual acuity to read information from computer screens, forms and other printed materials and information.
• Able to speak (enunciate) clearly in conversation and general communication.
• Hearing ability for verbal communication/conversation/responses via telephone, telephone systems, and face-to-face interactions.
• Manual dexterity for typing, writing, standing and reaching, flexibility, body movement for bending, crouching, walking, kneeling and prolonged sitting.
• Lifting and moving objects and equipment up to 25 lbs.
• Travel may be required to attend conferences as needed or requested.
Appendix A

Job Posting: Simulation Specialist

Position Description:
The Simulation Specialist hired into this position provides instructional support for students; course instructional support; curriculum facilitation that includes developing, coordinating, and teaching nursing content and nursing interventions. Has expertise in the use of interactive and simulated technology. Has the ability to collaborate with other faculty and staff in incorporating this technology in nursing education. This position assists in the operations of the Simulation and Translational Research Center space and equipment for undergraduate/graduate nursing students.

Required Education:
Master’s degree in Nursing required.

Preferred Education:
Doctorate degree in Nursing.

Required Experience in Years:
Minimum of two (2) years of professional nursing experience within the last five (5) years.
One year simulation experience.

Required License/Certification/Registration:
Active Georgia license as a registered nurse required.

Major Job Requirements:

Simulation
• Uses evidence-based simulation models to develop, implement and evaluate simulation scenarios as an educational modality.
• Stay up-to-date on current practices and simulation.
• Evaluates clinical simulation curriculum to achieve the mission, vision and goals of the Simulation and Translational Research Center.
• Assist director in their absence.
• Support the short-, intermediate-, and long-term teaching, research, and revenue-generating goals of the Center.
• Operation of the simulators in development and implementation of simulated clinical events.
• Assist in planning and implementing special projects within the simulation center.
• Attend and participate in meetings related to the simulation center and implementation of evolved plans.

Operations
• Assist in scheduling/reserving rooms and Simulation and Translational Research Center events.
• Computer skills - Excel, Microsoft Word, D2L, Microsoft Outlook, R25 Live scheduling.

• Organization skills - inventorying and maintaining supplies utilized at the simulation center. Maintain medication in Omnicell, placing supply orders and coordinate purchases with the administrative assistant, and approved vendors.

• Assist in the daily operations of the Simulation Center. Including working quickly to resolve problems as they occur, maintain quality work, is flexible, makes changes as identified, and is able to work independently and collaboratively in an ever-changing environment.
Job Posting: Simulation Technologist

Position Description:
The primary responsibility of the Simulation Lab Technologist will be to provide technical support for all simulation operations, including, but not limited to: maintenance and repair of computerized mannequins (software and hardware).

Required Education:
Associate’s degree
Technology experience required

Preferred Education:
Bachelor’s degree in Computer Science, technology, or health-related field preferred.
Certified Healthcare Simulation Operations Specialist

Required Experience in Years:
Previous experience in simulation lab preferred.

Major Job Requirements:
• Must be able to independently move equipment (less than 25 lbs.) and move manikins (less than 50 lbs.) with the assistance of others.
• Understand the use and operation of different simulator technology.
• Serve as simulator operator running pre-programmed scenarios with faculty instructors, assuring all equipment is set up for course programs.
• Support/assist in role playing applications, props placement and moulage set-up.
• Provide technical assistance, support and training to faculty, instructors and staff in use of simulation equipment, as necessary.
• Provide recommendations for budgeting and purchase of equipment, supplies and materials.
• Proficiency in MS software applications including MS Outlook, Word, Excel, and PowerPoint as well as Internet and database applications.
• Conduct ongoing maintenance of all simulation equipment, including cleaning, repairing, assuring that all equipment is maintained in good working order at all times.
• Ability to assess, troubleshoot, and fix equipment failures in a timely fashion.
• Maintain record of repairs required and completed.
• Interface with equipment manufacturers regarding equipment troubleshooting and system problems.
• Maintain current knowledge of simulation equipment catalogs and operation manuals.
• Ability to learn new software and hardware quickly and independently.
• Participate in technical training as necessary. Maintain confidentiality regarding job assignments and sensitive issues.
• Strong written and verbal communication skills.
Position Type: Staff

Description: The Simulation Administrative Assistant will assist the Simulation and Translation Research Center faculty in meeting the educational needs of students in the Georgia College School of Nursing program.

Required Education: High School Diploma

Required Experience in Years:
At least 1 year of administrative assistant experience

Required Competency Skills:
Communication skills, detail oriented, organized, initiative, computer skills with programs such as MS Outlook, Word, Excel, and PowerPoint as well as Internet and database applications.

Major Job Requirements:

• General office support including scheduling, testing, and ordering supplies
• Stocking inventory and supplies as needed
• Receiving and distributing mailings or e-mail communications
• Assisting with set-up and sanitizing of simulated patient rooms
• Assisting with setup of graduate clinical assessment projects throughout the year
• Assist with the scheduling of simulation learning events in Learning Space®
• Assure simulation learning events are scheduled in 25Live
• Direct student traffic
• Follow up/coordinate with vendors for equipment maintenance
• Work in a customer service role to students and faculty
Appendix A

**Job Posting: Standardized Patient**

Status: Non-Exempt

**General Responsibility**

The Standardized Patient reports directly to the Director of Standardized Patient 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 patients 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 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.
Appendix B
Georgia College Simulation Participant Agreement

Simulation Learning Contract

I ____________________________________________, agree to adhere to the
guidelines below when participating in clinicals that use simulation/standardized
patients. **Failure** to follow any of the guidelines will result in a _clinical unsatisfactory_ for the experience.

1. I understand that simulation/standardized patient clinical experiences provide
   a safe place for me to learn how to transfer nursing knowledge into patient
care, using the nursing process, critical thinking, clinical reasoning, and team
communication.
2. For all simulation experiences I will use strict patient and peer confidentiality,
   following HIPAA guidelines for the scenario, team member actions, and the
debriefing discussions.
3. I will demonstrate professionalism during all aspects of simulation scenarios,
   which replicate realistic patient care experiences, whether I am a participant
or observer.
4. I will help support and guide my peers in a positive, professional manner. I will
   never use negative verbal, written, or body language about any participant’s
actions, thoughts, or behaviors before, during, or after the simulation
experience.
5. I will never use any ink pens, felt-tipped markers, iodine, betadine, or KY jelly
   near the manikins.
6. I will always use the same safety procedures, such as handwashing, positive
   patient identification, and gloving for simulated body fluids for simulation
experiences.

_____________________________________   ___________________________________
Student Signature         Print Student Name

___________________________________
Date

Georgia College Video Agreement

In addition, I understand that GC may videotape simulation experiences.

_______I acknowledge that simulation experiences may be videotaped for faculty/
student review and evaluation purposes.

_______ I authorize GC faculty/staff to use video recordings for public relations, advertisements and/or fund raising activities.

_______ I consent to the use of my video recordings for confidential GC School of Nursing program research.

### Appendix C
Simulation Facilitator Peer Review

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<th></th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Neutral (3)</th>
<th>Disagree (2)</th>
<th>Strongly Agree (1)</th>
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<tbody>
<tr>
<td>Provide objectives to students prior to SCE</td>
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<td>Reinforced confidentiality of SCE and information</td>
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<td>Provide clear student conduct expectations</td>
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<td>Discuss that SCE is a clinical experience</td>
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<td>Faculty maintain a safe learning environment</td>
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<td>Pre-briefing:</td>
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<td>Provide necessary background information for SCE</td>
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<td>Allow for questions</td>
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<td>Orient students to simulated environment (see appendix M)</td>
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<td>Allow students time to plan</td>
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<td>Discuss that mistakes may happen and will talk through in de-briefing</td>
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<td>Assign &amp; define roles</td>
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<td>Provide students with completion timeframe</td>
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<td>Simulation Experience:</td>
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### Appendix D

**Simulation & Translational Research Center**

**Room Request Form**

**To reserve room(s) in the STRC, please complete this form and e-mail to the Simulation Specialist. Once your request is received, they will be reviewed for conflicts and will follow the guidelines for priority in the STRC Policy and Procedure Manual. The Simulation Specialist will confirm or notify the requestor of any conflicts. Thank you for your cooperation! - STRC Faculty & Staff**

Requestor Name: ________________________________
Course Name & Number: ____________________________
Semester: ________________________________

<table>
<thead>
<tr>
<th>Faculty followed simulation template</th>
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<tbody>
<tr>
<td>Faculty observed student performance</td>
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<td>Provided cues to students as appropriate</td>
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<td>Did NOT intervene when students made an error</td>
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<td>Faculty ended SCE at correct time</td>
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<td><strong>De-briefing:</strong></td>
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<tr>
<td>De-briefing is conducted by faculty directly observing SCE</td>
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<tr>
<td>Used the objectives of the SCE</td>
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<td>Utilized a theoretical basis for the de-briefing session</td>
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<td>Facilitated student guided discussions</td>
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<td>Supported self-reflection of students on their performance</td>
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<td>Aided student’s clinical reasoning and critical thinking</td>
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<td>Faculty summarized at the end of the de-briefing and closed in knowledge gaps</td>
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</table>

Simulation Faculty Name: ________________________________
Peer Reviewer: ________________________________
Date: ________________________________
Date(s): List all specific dates needed
Time(s): Include set-up, pre-briefing, simulation, debriefing and take-down time
Room(s): Classroom A or B, Nurses’ station, Control room station 1, 2, 3 or 4, simulation room number.
Description: Simulation, pre-briefing, de-briefing, etc.
Equipment: IV pump, IV arm, smart display, etc.

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>TIME(S)</th>
<th>ROOM(S)</th>
<th>DESCRIPTION</th>
<th>EQUIPMENT</th>
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Notes:

Appendix E
Simulation Equipment & Environment

The STRC is 8,985 square feet, divided into 9 graduate, 8 undergraduate (3 semi-private), 1 SANE training room(s), plus a supply, medication, soiled utility, control, server room and student lounge. There are also 3 prebriefing/debriefing areas. In
addition, the STRC has an array of simulation equipment such as, but not limited to:

- High and low fidelity manikins to support the learning of students in various areas of nursing and other healthcare professions.
  - High-fidelity - 3 adult, 2 obstetric, 2 pediatric and 2 infant
  - Low Fidelity - 1 obstetric, 4 infant
  - Task trainers - 6 pelvic modules, 4 ears, 1 eyes examination trainer

- Equipment: 19 cameras, 2 smart displays w/computers, 2 Double robots, computers, 1 Television/DVD player, Omnicell unit, Simulation shirts w/computers, 2 Bionic Simulation shirts w/computers, Tele-health, 3 Alairs, IV pumps, 2 simulation thermometers, microscopes and 2 defibrillators.

- Replicas: Adult, pediatric and obstetric acute care hospital rooms, 2 obstetric delivery rooms, functioning flow meters, hospital beds, vital sign monitors, bedside monitors, etc.

- In-situ simulations are negotiated with Navicent Health Baldwin CNO to support the learning needs/objectives of the clinical learning experience.

Appendix F
STRC Tour Request Form

** Please see the STRC Policy & Procedure Manual (section 7) for directions and associated processes to request a tour, parking and tour cancellations. Submit request to the Simulation Administrative Assistant.**
Appendix G
Faculty Simulation Equipment Request & Agreement Form

I, ____________________________, agree to take care of and safely return the following equipment to the STRC by the agreed upon due date. I agree to be responsible for any expenses to repair/replace loaned items that occur above and beyond normal wear and tear on the equipment. I am aware that I am unable to check-out any further items from the STRC, if the equipment is not returned to the STRC.
Appendix H

Student Simulation Equipment Request and Agreement Form

I, ________________________________, agree to take care of and safely return the following equipment to the STRC by the agreed upon due date. I agree to be responsible for any expenses to repair/replace loaned items that occur above and beyond normal wear and tear on the equipment. I am aware that I am unable to
check-out any further items from the STRC, if the equipment is not returned to the STRC. I understand that my grades may be withheld until the equipment is returned. I also understand that the STRC reserves the right to recall any requests for equipment if needed for teaching purposes.

Simulation equipment:___________________________________________________________

Area equipment will be used:______________________________________________________

____________________________________

Requestor Signature    Date

Print Name of Requestor:_______________________________

Requestor Phone Number:______________________________

Return Date:_________________________________________

STRC USE ONLY:

Receiving STRC Faculty/Staff Member:________________________

Return Date:______________________

Returned Condition:________________

Appendix I

Equipment Acquisition Form

Requestor Name:_____________________________
Date of Request:_______________________________

Requested Equipment:_____________________________

Course Number(s) & Title(s) to benefit from purchase:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Rationale for equipment request:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

STRC USE ONLY:

_____ Approved _____ Denied

________________________________________

Signature of STRC Director                    Date

________________________________________

Signature of SON Director                    Date
** Must follow manufacturer guidelines to maintain vendor warranty**

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<th>DATE</th>
<th>TIME</th>
<th>MOULAGE, ARMBAND, &amp; SUPPLIES REMOVED FROM MANIKIN (Y/N)</th>
<th>EXTERIOR MANIKIN CLEANED (REMOVAL OF ADHESIVES, BLOOD, ETC.) (Y/N)</th>
<th>CHANGED LINEN IF STAINED (Y/N)</th>
<th>INTERNAL MANIKIN FLUIDS DRAINED, ALCOHOL PREP FILTERED THROUGH AND DRAINED (TO BE COMPLETED BY SIMULATIONIST OR SIMULATION SPECIALIST) (Y/N)</th>
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Appendix K
Repair Equipment Form

Requestor Name:___________________________________

Date of Request:____________________________________

Equipment in need of Repair:__________________________

Description of Issue:____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Appendix L
Room Orientation

• Read general simulation objectives for the scenario.
• Please keep your personal cell phone with you on silent to be used as determined by your simulated learning experience role.
• Audio and video recordings will be used during the simulated learning experience.
• Simulation faculty will complete the Clinical/Simulation Rubric for each student following the debriefing. The rubric is designed to help students identify areas of competency and needs for improvement.
• A Nurse Call phone is located at the nurses’ station for student use, if the simulation faculty or you choose to use it.
• Do not panic if you cannot reach the healthcare provider (HCP) on the phone the first time. He/she is probably on the phone with someone else. Repeat the call in a couple of minutes.
• HCP phone numbers are located on the white board in the patient room. Any other essential numbers are also located on the white board that will be needed during the simulation.
• Medications are located in the medication dispensary, Omnicell. If you do not find the patient’s medications in Omnicell, look in the pharmacy “inbox.” Please do not administer medications that go in to the eye, ears, nose, mouth or rectum unless instructed to do so by the simulation faculty.
• The patient’s chart is located at the nurses’ station. Useful information is located in the chart such as, provider orders, labs and other diagnostic test results.
• Protocols are located in the “Protocol Binder” on top of the chart rack, in the nurses’ station. There are standing orders in the binder for urgent treatment options.
• The documenter will be provided the forms to document telephone orders, significant findings and interventions.
• All sharps need to be disposed of in the sharps container located in the patient room.
• Drug books are located in the medication room. Students can use personal phones to look up medications in the medication room.
• You have working oxygen in the patient room.
• The patient will interact with you. You will be able to assess pupil dilatation/constriction, heart/lung/bowel sounds, and palpate all pulse locations.
• Demonstrate how to operate the bed if students are unfamiliar.
• The bedside monitor will provide real-time vital signs, telemetry and pulse ox readings. The bedside monitor is interactive, thus press the NBP start/stop button for a current B/P.
• The thermometer is located on the bedside table and should be placed under the patient’s tongue to receive a reading.
• There is a drain bag connected to patient that is on the bedframe or floor behind the patient. Do not touch this bag, this is a part of the simulator.
• Supplies for IVs, syringes, needles, sample collection tubing and glucometers are located in the medication room. Other supplies, such as, NGT, foley catheters, respiratory supplies and linen are located in the supply room.
• Any questions? This will be a fun learning experience, remember to communicate with each other and work as a team. There are no failures. You will learn a lot today.
• Simulation faculty assign roles.
Appendix M
Practice Required Form

Directions: Complete the request and have the student bring to the Skills Acquisition Center. Also, submit via email to joanne.raatz@gcsu.edu

Date: _____________________________ Faculty Requestor: __________________________________________

Student Name: _______________________________________________________________________________

Describe the area of concern and specific skills for practice:

Deadline for completion of practice with Graduate Assistant: ___________________________________________

Date completed: _______________________________________________________________________________

Summary of practice activities: ________________________________
Additional follow-up recommended:

__________________________
Graduate Assistant

__________________________
Student Signature

PROCEDURE:
1. Faculty requesting practice session notifies Lab Coordinator via e-mail submission of upper portion of form. Lab Coordinator will forward request to Graduate Assistants who are scheduled to work in the lab in the upcoming days and will provide the student with Graduate Assistants’ names and email addresses.
2. Student makes appointment with a Graduate Assistant within 24 hours.
3. Student attends practice session with Graduate Assistant.
4. Graduate Assistant completes bottom portion of form, prints, signs and gives to student to sign and return to requesting faculty.
5. Faculty member reviews with student, signs, and includes in student file.