

SIMULATION LABORATORY POLICY AND PROCEDURE MANUAL

GOAL

The goal of the respiratory simulation laboratory is to promote safe, knowledgeable, and effective care by demonstrating and reinforcing the highest level of performance and readiness.

PHILOSOPHY

The simulation is here to make the student's clinical experience educational and enlightening and to promote direction of the student. Scenarios and simulation experiences relate to the didactic course objectives. Students will be orientated to simulation theory prior to running a scenario. If the student is not comfortable, learning will not take place and scenario objectives will not be met.

Simulations and case scenarios mimic the clinical setting and are designed to help the student develop problem-solving and decision-making skills. Simulation includes all environmental factors to make student's learning realistic and authentic. These simulations help students think on their feet and help the transition from lab to clinical. For an enhanced learning experience, students must come to the lab prepared. The faculty will provide debriefing and positive feedback; students will self-analyze their performance and use critical thinking during the reflection process.

THE LABORATORY

The respiratory simulation laboratory is located in FH203 (Field House, Room 203). This room has a high-fidelity mannequin (Sim-Man®) and a high-fidelity mannequin baby (Sim-Baby®). The laboratory simulates a hospital adult and neonatal setting. It also has four adult intubation heads for simulating airway care emergencies and two trach simulator heads for the tracheostomy care of patients. The lab is fully equipped to practice all respiratory clinical skills. A variety of task trainers are also accessible as well as the ability to view a variety of media. Mentoring and tutoring are also available.

The lab is open five days a week. The lab is also used on preset Saturdays. Students can sign up for requested time slots. Students without appointments will be seen if the schedule permits.

Students coming to lab for clinical makeup time in the skill lab will need to allow for availability. Students may be videotaped for evaluation of skill performance.

LAB CONDUCT

All users of the lab must act in a manner that does not disturb the academic activities occurring in the lab. No lab user shall infringe upon the privacy, rights, privileges, health or safety of other lab users. Any materials that wish to be removed from the lab must have permission from the instructor. Conduct within the lab should mimic student's clinical experience.

No eating or drinking in the lab is allowed. Students who have medical reasons to eat or drink should discuss this with the instructor and eat outside of the lab. Do not sit on the beds; beds are to be used by students when assuming the role of the patient only. Shoes must be removed when lying on beds. Do not use the equipment for any purpose other than specified.

Sharps should be placed in the red sharp container box. Do not remove needles from syringes. Do not cut, bend, or recap needles. To avoid injury, please do not try to overstuff sharps containers.

REMINDER—STUDENTS MAY BE DISMISSED FROM THE PROGRAM AS A RESULT OF CONDUCT THAT IS UNSAFE, UNETHICAL, INAPPROPRIATE OR UNPROFESSIONAL.

CONFIDENTIALITY

All simulation scenarios practice sessions involving students and/or recordings are considered confidential. All mannequin accessibility should be treated as a real patient (including inappropriate viewing). Discussion of scenarios of information is considered violation of the Respiratory Care Privacy Policy. All students signed a Confidentiality Statement in the Student Handbook. Students are expected to uphold all requirements of HIPPA.

DRESS CODE

Students coming to the simulation laboratory will come in full uniform. Students are expected to come prepared with stethoscope, watch with a second hand, and a pen and paper. A lab coat is optional.

EQUIPMENT USE

The simulation doors are to be locked at all times and never left unattended. The only personnel who have access to this laboratory are the respiratory care faculty. Anyone wishing to use the simulation lab will contact the Simulation Coordinator, Martha DeSilva, at extension 1787. All students must sign in the log book. This is mandated by the federal funding for this equipment. Please wash hands and wear gloves when working with mannequins. Students must have an instructor present to use the SimMan® and SimBaby®. These mannequins are very expensive. Only trained instructors who have been cleared by the simulator coordinator may use this equipment. Failure to comply with this policy will result in denied access to the lab.

CLEAN UP

The Massasoit respiratory care faculty is not responsible to clean up after lab. Please leave the lab in the way in which you found it so that others can enjoy the same laboratory experience. Please leave it safe, neat, and ready to use for the next person. Be sure to turn off lights and make sure the door is locked. Students and faculty are responsible to report any broken or missing equipment.

(All sharps must be disposed in a sharp container.)

SimMan® or SimBaby® are not to be moved unless approved by the lab coordinator due to experience and intensive training.

CLINICAL REQUIREMENT POLICY

Students must pass the clinical objectives in order to pass the course. Clinical objectives will be met in the respiratory laboratory and/or in the clinical setting. Students must demonstrate consistently safe and professional performance throughout the clinical experience. Students will be assigned simulation scenarios during clinical hours. Students will be required to successfully complete the scenarios designated for the semester of study that the student is in. (See scenario chart for each semester in respiratory care.)

COMMUNICATION

There is a telephone in the laboratory for us by faculty and students. Listed below are the numbers to use in the event of an emergency.

Campus Police	1296 (or press button that is indicated on the telephone)
Martha DeSilva	1787
Kathy O'Neil	1762
Teri Willis	1763
Campus Health Services	1450
Kathy Wood	1765

Cell phones must be turned off during simulation and in the laboratory.

STUDENT REFERRALS

Students may be referred to the lab for extra practice as deemed necessary by the clinical instructors. The instructor should fill out a skill laboratory referral sheet. (Appendix) Students may also be requested to makeup time in the laboratory for missed clinical days. Individual and group practice space and time is available to students to improve competency and respiratory care skills.

INVENTORY AND SUPPLIES

When supplies are running low, the laboratory coordinator should be notified.

VIDEOS, CD'S, AND DVD'S

A supply of media is kept on file in the skills lab and in the respiratory office. Media is available for classroom use. Some of the DVD's can be found on the Massasoit website under Massasoit Demand.

VIDEO AND RECORDING EQUIPMENT

The SimMan® and SimBaby® are capable of recording student's performances. The recording equipment should not be used unless proper training has been provided. All recordings can be saved on thumb drive/backup hard drive. Recordings are for educational purposes and debriefing opportunities with the appropriate faculty, staff, and students. The confidentiality agreement signed by the students protects privacy and discourages inappropriate discussion of the video contents or student's performance in the simulation scenarios. Any viewing or publication outside of the classroom, such as posting on You Tube is unacceptable and unethical and will result in dismissal from the respiratory care program. Students and faculty should conduct themselves professionally as in the clinical setting since all interactions can be recorded.

WHAT IS SIMULATION?

SimMan® provides simulation-based education to challenge and test student's clinical and decision-making skills during realistic patient care scenarios. It does not replace the clinical setting but complements other teaching and learning approaches in preparing the novice for their role in practice. Hands-on experience is the best teacher and using simulation such as high fidelity SimMan® can provide a more interactive classroom/lab learning environment for students. This environment allows the student to participate in a variety of complex case scenarios and practice in a life-like, hands-on situation. It can be used to evaluate a student's skill acquisition. The high fidelity simulation provides students with an environment conducive for focusing on critical thinking, clinical reasoning, and clinical judgment skills as well as acquiring new knowledge. Using a real life or simulated real-life situation for students to practice skills increases the probability that those skills will then be used.

Advantages of simulation are:

- Realistic client situations , with variables controlled, can be reproduced
- Active learning can occur
- Specific and unique patient situations can be created
- Errors can be corrected and discussed immediately
- Consistent and comparable experience can occur for all students
- Maximal amount of learning time
- Experimentation and creativity are allowed
- Self-evaluation is promoted
- Feedback can be elicited
- Decision making can be promoted effectively
- Anatomically realistic enabling a wide variety of interventions to be practiced
- Highly realistic patient simulation training experiences for the practice of teamwork, leadership, and communication skills

SIMULATION SCENARIOS

The simulation mannequins are to be used with respect as if they were real patients. Please do not use latex products, newspaper, betadine or ink pens near the mannequin. Only use approved products by Laerdal for use on SimMan® and SimBaby®. All iv's need to be of 18-gauge or smaller. All students will be assessed on their assessment techniques, standard of care, checking patient identifiers, and infection control. Students will be assessed on their ability to perform vital signs and ABC's. Communication with the patient, team, and patient's family will also be assessed. When administering medications students will be assessed on using the six rights of medication.

The simulation lab is a learning environment. The students involved in the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and no discussion of the action(s) of fellow students should take place outside of the lab. A debriefing session will be provided for all simulation experiences. Following the debriefing, the students will fill out an evaluation form. A reflection paper will be given to the students so that they can reflect on their own experience and provide constructive feedback to the instructor to improve the scenario.

The **minimum** expectations for simulations include and are not limited to:

- Introduction of self to the "patient"
- Use of standard patient identification procedures
- Use of standard precautions before, during, and after all simulation experiences
- Demonstration of initial primary assessment and data collection skills (ABC's)