



Frank Phillips College Vocational Nursing Simulation Lab Policies and Procedures Manual

Mission Statement

Frank Phillips College is a comprehensive two-year, community-based educational organization committed to providing high-quality learning experiences and services.

Accreditation

Frank Phillips College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Frank Phillips College.

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FRANK PHILLIPS COLLEGE

VOCATIONAL NURSING

SIMULATION LAB POLICIES AND PROCEDURES MANUAL

Purpose

The purpose of the Nursing Simulation Lab is to provide students in health care related courses an exceptional education experience in a dynamic and diverse learning environment. We aim to provide high quality, evidence-based learning opportunities while promoting nursing student clinical competence.

Each student is responsible for understanding and following the policies and procedures contained in this manual. A copy this manual will be placed in the simulation lab at each campus and be available in CAMS during each clinical course.

Goals

The goals of the Nursing Simulation Lab are to provide the students in health care related courses experiences the will prepare them to:

1. Adapt care to meet the needs of a variety of patients in a range of settings.
2. Utilize available resources and standard practices to provide safe patient care.
3. Communicate in a professional manner with patients, family members, and the health care team.
4. Collaborate with inter and intraprofessional teams
5. Demonstrate clinical competence through repeated and deliberate practice.
6. Integrate theory and practice to prioritize and implement evidence based care.
7. Use reflection to self-analyze performance.

General lab Information

Location

The Borger, Dalhart, and Perryton campuses are all equipped with a Nursing Simulation Lab, however not all resources are available at all campuses. At times the students from Dalhart and Perryton may be required to travel to the Borger campus for simulation experiences that require equipment only available at the main campus.

Hours

The Nursing Simulation Labs will be open Monday through Friday from 8:00 A.M. to 5:00 P.M. Students may request practice times outside of these hours with their campus nursing faculty. Additional practice times are not guaranteed and are scheduled only if a faculty member is available for assistance.

Nursing Simulation Lab Staff

Director of Nursing Simulation

Oversees all instructional and operational aspects of the Nursing Simulation Lab.

Nursing Simulation Lab Coordinator

Manages day to day operations including master scheduling, staffing, and supply management. Develops and organizes all Simulation experiences for the vocational nursing program.

Simulation Specialists

Serves as a leader and resource during scheduled simulation days

Faculty

Teaches a Health Care Related course including but not limited to all courses in the Vocational Nursing, Phlebotomy, Certified Nurse Aide programs.

Facilitates simulation scenarios, skills stations, or tabletop exercises on scheduled simulation days.

Nursing Simulation Lab Overview

The Nursing Simulation Labs are state-of-the-art learning centers where students in health care related courses gain real-world experience in a controlled clinical setting. The Nursing Simulation Labs are equipped with an array of high and low fidelity patient simulators, an electronic medical records system, anatomical models, and realistic medical equipment to support student learning.

Each Nursing Simulation Lab is equipped for safe, realistic, and repeated practice of nursing skills including, IV insertion, medication administration, dressing changes, and physical assessment. The students are encouraged to use the Nursing Simulation Lab outside of regularly scheduled skills classes and simulation days in order to improve their techniques and gain confidence in their performance prior to summative evaluations.

The Nursing Simulation Lab in Borger is also equipped with a medication dispensing system. Each vocational nursing student will be required to attend a minimum of two skills simulation days in Borger for a Formative and a Summative experiences with this equipment prior to being released for medication administration during clinical experiences.

Nursing Simulation Lab Quality Improvement

The staff and faculty are continually working to improve and streamline processes in the Nursing Simulations Labs. Students evaluate their simulation experience after every Summative simulation and after selected learning activities. This data is used to identify areas of opportunity to improve our labs and the overall simulation program. Faculty feedback is solicited to ensure scenarios are realistic and align with current practice. Each scenario objectives and evaluated for relevancy to course objectives, Nursing Simulation Lab goals, and program outcomes. Finally, faculty facilitation of simulation scenarios and debriefings are monitored for quality assurance and quality improvement to identify areas of needed faculty development.

Simulation

Simulation in nursing education is a teaching strategy to mirror real life situations and complement clinical education. High fidelity manikins, standardized patients, realistic equipment, and realistic environments are used to recreate the clinical environment to provide nursing students a controlled, risk free environment to demonstrate psychomotor skills, teamwork, communication, and critical thinking. The use of simulation allows students to learn by doing and by reflecting on the experience.

Debriefing

Debriefing is arguably the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning. The debriefing session is not for lecturing. The role of the faculty is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences (Dreifuerst, 2015).

At Frank Phillips the Promoting Excellence and Reflective Learning in Simulation (PEARLS) as our debriefing method (Eppich & Cheng, 2015). PEARLS is an evidence-based debriefing method designed for simulation experiences. There are three phases of debriefing using PEARLS; reaction, description and summary. During the reaction phase the learner is able to react in an unscripted way to the simulation experience. This is followed by a description phase in which Socratic questioning is used to clarify the objectives of the simulation based on the reaction of the learner in the previous phase. Finally, the summary phase allows the learners to develop “hooks” in their learning that future experiences may be attached to.

Nursing Simulation Lab Faculty Guidelines

Skills Lab

Skills lab days are provided to the students as a time to observe and practice skills introduced in the didactic portion of courses. Guided practice sessions will occur with supervision by the faculty.

Students are encouraged to schedule additional practice sessions with faculty for any skill in which greater proficiency is needed.

After students have had the opportunity to practice skills, the skill will be evaluated under the supervision of a clinical faculty member.

Students needing additional practice will be required to remediate with a faculty member prior to attempting to have the skill evaluated again.

All skills must be successfully completed in the Skills Lab prior to be completed in the clinical setting.

Physical Assessment Competency

The Physical Assessment Competency will be introduced in the same manner as the other skills.

Students are encouraged to practice the Physical assessment skill frequently prior to the scheduled evaluation date.

On the evaluation date, the Physical Assessment Competency will be completed as a Summative (graded) assessment.

Physical Assessment Competency will be assessed at four times during the vocational nursing program using the same Rubric each time. The rubric and passing standards for the Physical Assessment Competency are set in the Physical Assessment Competency Policy distributed during Applied Nursing Skills.

Medication Administration Competency

Medication Administration will be introduced in the same manner as the other skills. Each route of medication administration will be introduced and practiced prior to the Medication Administration Competency Summative evaluation.

Students will be required to attend two Simulation days in Borger in order to learn the appropriate use of a medication dispensing machine prior to the Medication Administration Competency Summative Evaluation.

Medication Administration Competency evaluations will occur during Introductory and Intermediate Clinical courses.

Additional Lab Usage

Faculty may contact the Simulation Lab Coordinator or the Director of Nursing Simulation to schedule Simulation Lab or request specific equipment usage.

Simulation Days

At least one Simulation activity will be scheduled to correspond with each mandatory clinical rotation site. The simulation activities will be designed to correlate with the theory content applicable to the rotation site. Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Faculty Absence

If faculty is ill and unable to attend a scheduled simulation day, they should text or call the Director of Nursing Simulation. If staffing is not available, the simulation day may be rescheduled for those students and the faculty later in the semester.

Simulation Day Faculty Responsibilities

Faculty are responsible for all information regarding their specific assigned skills, table top activities and simulation scenarios so they may facilitate and answer student questions.

Faculty assignments consist mainly of psychomotor skills and tabletop activities but may also be assigned to assist with a simulation scenario.

Faculty are encouraged to discuss any assignments with the Nursing Simulation Coordinator prior to the scheduled day of the activity for additional support or practice running the psychomotor skills lab, tabletop activity, or simulation scenario if needed.

Site Faculty are responsible for the setup of their Nursing Simulation lab prior to all scheduled days.

A master simulation schedule for each semester will be provided to the faculty during the faculty meeting days prior to the beginning of the semester.

Detailed information regarding the simulation to be completed will be provided no later than noon the Friday prior to the scheduled simulation date.

Faculty should arrive to the lab approximately 15-30 minutes early to ensure faculty are prepared to facilitate assigned simulation scenarios and equipment.

Faculty should provide ongoing input and feedback to the Nursing Simulation Coordinator for continuous quality improvement and quality assurance.

Nursing Simulation Lab Student Guidelines

Dress Code

Students are expected to comply with the dress code provided in the student handbook.

Psychomotor Skills and Tabletop Activities: Name badge and hair pulled back.

Physical Assessment Competency Summative Assessment: Clinical uniform, Name Badge, Hair pulled back

Medication Administration Competency Summative Assessment: Clinical uniform, Name Badge, hair pulled back

Simulation days: Clinical uniform, Name badge, hair pulled back

Additional Practice: Name badge, and hair pulled back

Psychomotor Skills Guided Practice Procedures

Guided practices are staffed by the site faculty for demonstration and guided practice of skills.

Students are required to attend all Psychomotor Skills days

If a student requires additional time for mastery of a psychomotor skill it is the student's responsibility to schedule a time for additional guided practice with the nursing faculty.

Physical Assessment Competency Practice Procedures

Each student will be given time to practice the Physical Assessment Competency prior to the Summative Evaluation. The student may request that a faculty member complete a “mock” evaluation of a practice in order to simulate the Evaluation process however no practices will be used as a Summative evaluation.

Equipment Use

The equipment in the Nursing Simulation Labs have been selected to increase student learning so care of the equipment is expected.

Do not use betadine on the manikins or task trainers.

Do not use ink pens or markers near the manikins or task trainers.

Students are expected to remain in the Nursing Simulation Lab after each use to help clean and organize all used equipment.

Any student leaving without the permission of the faculty will receive a Nonperformance Tool write up documenting the occurrence.

Use of Lab Equipment Outside of the Nursing Simulation Lab

Students may request the use of the nursing lab equipment for presentations or teaching activities outside of the Nursing Simulation lab.

To facilitate the check-out of the equipment please make arrangements with the site faculty at least one week in advance of the date requested. All equipment must be checked out and returned to the same faculty member.

Replacement of equipment not returned to the Nursing Simulation Lab will be the responsibility of the last person to whom the equipment was checked out.

Universal Precautions

All students should follow Universal Precautions against infectious disease while participating in clinical activities in the Nursing Simulation Labs.

All sharps must be disposed of in an appropriately labeled sharps container.

Under no circumstances may sharps be removed from the Nursing Simulation Labs.

All injuries, including “clean” needle sticks, should be reported to the faculty supervising the activity immediately.

Simulation Days

Attendance

Students will receive their Simulation schedule at the beginning of each semester. Simulation days may account for up to 1/3 of the clinical schedule. As such an absence from a simulation activity will count as a clinical absence.

Students should report to the Nursing Simulation lab 15 minutes prior to the scheduled start time with all “Ticket in” assignments ready to turn in.

Makeup for simulation day absences will be arranged by the clinical instructor, Nursing Simulation Lab Coordinator, and the Director of Nursing Simulation.

Preparation

A required “ticket in” will be posted to CAMS no later than the Friday before the scheduled Simulation day.

The “ticket in” must be typed and may be used as a resource during the simulation day. Completion of the “ticket in” assignment is required and failure to complete the assignment will result in the student being sent home and a clinical absence.

Conduct

Professional conduct and communication are expected at all times in the Nursing Simulation Labs. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.

The Nursing Simulation Labs should be treated as a real clinical setting at all times. We recognize the manikins are not real, however, all manikins and actors should be treated as if they are actual patients.

Cellular phones are not to be used during your simulation day and should be left in the designated area of the classroom during the simulation experience.

Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Confidentiality

All simulation day information is considered confidential and is not to be discussed outside the Nursing Simulation Lab.

All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

Any violations of these rules will be handled using the same standards as a HIPPA violation in the clinical setting.

Student Evaluations

Students will be asked to complete a confidential evaluation survey after each simulation day, Summative Evaluation and after select Psychomotor Skills.

Students are expected to complete each evaluation prior to the next scheduled simulation.

Student feedback is used to identify areas of opportunity and potential improvement in the simulation program.

References

- Dreifuerst, K. (2015). Getting started with Debriefing for Meaningful Learning. *Clinical Simulation in Nursing, 11*(5), 268-275. Doi:10.1016/j.ecns.2015.01.005
- Eppich, W. & Cheng, A. (2015). Promoting Excellence and Reflective Learning in Simulation (PEARLS) Development and Rationale for a Blended Approach to Health Care Simulation Debriefing. *Simulation in Healthcare, 10*(2), 106-116. Retrieved from: <http://lmher.com/resources/pearls%20sim.pdf>