# *Nell Hodgson Woodruff School of Nursing*
Emory University

SIMULATION
POLICIES AND PROCEDURES

2022-2023
JUNE 9, 2022

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The information in this document is updated periodically and subject to change without notice.

Introduction

The Emory Nursing Learning Center (ENLC) at the Nell Hodgson Woodruff School of Nursing (NHWSON) is a vibrant learning environment designed to support the school's mission to educate visionary nurse leaders and scholars.

Mission Statement

At the NHWSON's ENLC we strive to lead a new reality/future for nursing education, research, practice, and lifelong learning, ultimately to advance health care delivery for individuals, families, and communities.

Vision Statement

Establish an academic practice for simulation-based learning for nursing, interprofessional, and transdisciplinary education and collaborative practice.

Values

The values of the NHWSON are: 1) excellence, 2) collaboration, 3) social responsibility, 4) innovation, and 5) leadership. The values of the ENLC are: 1) integrity, 2) accountability, 3) quality, 4) communication, 5) service oriented, and 6) inclusion.

Governance

The Simulation Steering Committee was created to examine strategic direction, achievement and maintenance of national accreditation, and overall operations of the ENLC. They provide guidance and expertise relative to the objectives and ensure strategies to address threats to the achievement of objectives are identified.

Our Team

Mena Khan, MD, CHSE	Director of Operations	mena.khan@emory.edu
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Beth Ann Swan, PhD, RN, FAAN	Executive Director	beth.ann.swan@emory.edu

Job descriptions are included as Appendix A.

Required Disclaimers

Research conducted using the ENLC must follow the Emory University Guidelines for Responsible Conduct of Scholarship and Research policy.

Presentations using ENLC name should align with Emory University's Conflict of Interest policies (http://www.coi.emory.edu/).

Simulation Center User Agreement
As a student at the Nell Hodgson Woodruff School of Nursing, I agree to adhere to the guidelines described in this manual and to any directions provided by faculty or staff members. Specifically,

- I agree to regard the simulation center as a clinical space.
- I agree to treat all persons encountered with respect and professionalism.
- I agree to maintain confidentiality of any peer or patient information and to report any violation of confidentiality to a faculty or staff member.
- I agree to adhere to the dress code as described in the Student Handbook.
- I agree to use all equipment only as instructed and only for educational purposes and to report any misuse or damage of equipment to a faculty or staff member.
- I agree to be recorded during simulations and that only faculty/appropriately authorized personnel will have access to review videos as part of the normal academic process.

Signature_____

Printed name_____

Program_____

Date_____

If there is anything we need to know to make sure that you have a positive learning experience in the lab spaces, please let us know here:

Simulation Center Brand

The simulation center should be referred to as the Emory Nursing Learning Center (ENLC). The name should be included on any content that has originated from the simulation center. This is to include but is not limited to documents, pictures, videos, presentations and/or publications.

NHWSON branding standards may be found in the [Brand Standards, Visual Identity, Trademarks and Licensing Policy](#) for Emory University.

Location and Parking
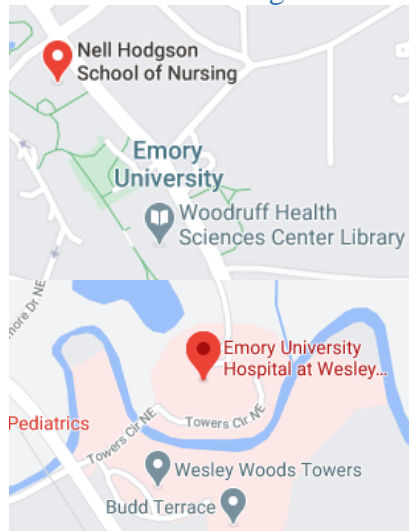
The Evans Center for Caring Skills is located on the plaza level of the Nell Hodgson Woodruff School of Nursing at 1520 Clifton Road, Atlanta, Georgia 30322.

The Wesley Woods Graduate Simulation and Skills Center is located at 1821 Clifton Road NE, Atlanta, Georgia 30329.

The Emory Nursing Learning Center (ENLC) is located at 250 E. Ponce de Leon Ave. in Decatur, GA.
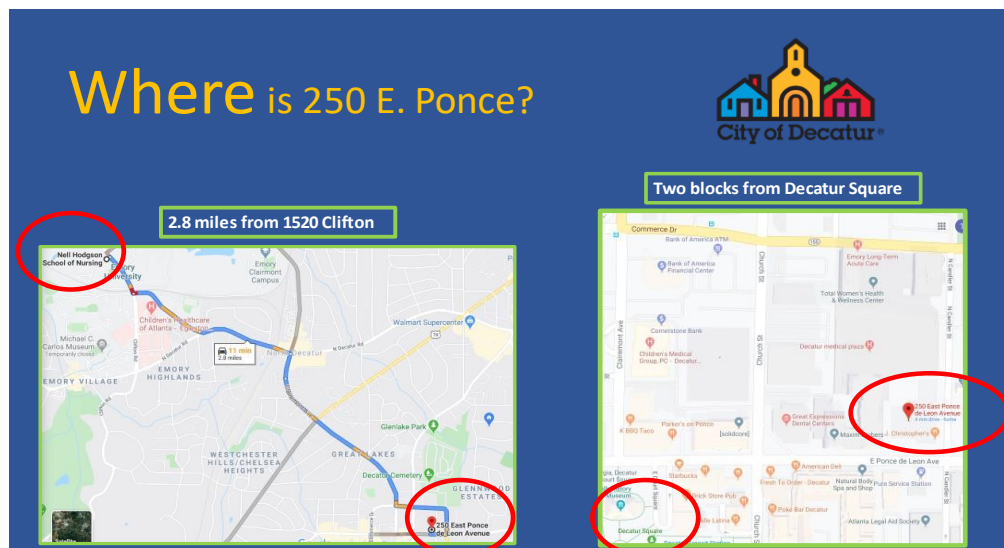
Students are responsible for their transportation. Ample parking is available at all sites for participants.

Hours of Operation

The simulation center is open weekdays from 7am to 6pm. There may be additional hours added to the simulation center to accommodate increases in enrollment or addition of teaching programs.

Every reasonable effort is made to accommodate all simulation center scheduling requests. All scheduling conflicts will be reviewed on a case-by-case basis with the applicable Assistant Dean.

About the Facilities

Students of the NHWSON have access to two locations for skills training and immersive simulations. The Charles F. and Peggy Evans Center for Caring Skills within the NHWSON building encompasses 5,600 square feet and the Wesley Woods Graduate Simulation and Skills Center within the Emory University Hospital at Wesley Woods encompasses 6,000 square feet.

CHARLES F. AND PEGGY EVANS CENTER FOR CARING SKILLS

The Evans Center is predominantly used for prelicensure student experiences. The Evans Center includes four open-ward style rooms that contain seven to eight hospital beds, two rooms that house single high-technology adult patient simulators in acute-care style rooms, two outpatient exam rooms, and one room that is regularly used as a simulated pediatric unit with space for three simulated patients. The open-ward rooms facilitate students working in small groups to learn basic nursing skills and physical assessment techniques. When these activities are not taking place, the rooms are set up for various immersive simulations, many of which incorporate multiple simulated patients, and a combination of simulators and task trainers that meet learning objectives of the course for that day. There is 20$^+$ low-technology adult and baby simulators and many skill-specific trainers, such as arms for intravenous access and pelvic models for urinary catheter insertion.

A variety of patient simulator manikins of varying gender, ethnicity, ages, and technological capabilities are used to provide students with a range of education experience. The high-technology adult patient simulators are used for specialized simulations. For example, the Laerdal SimMan® Essential, an adult male, is mostly used in high-acuity scenarios, such as cardiac arrest; and the Laerdal SimMom®, a specialized adult female simulator, can give birth or be set up as a non-pregnant adult female patient. In 2016, the lab was remodeled to house SimMom® in a 231 sq. ft. simulated maternity suite with a dedicated control room. The exam rooms are frequently used for individual student evaluation by faculty whereby, a simulated patient within a given clinical context is assigned and the student provides care. There are three high-technology, gender-flexible pediatric simulators, a newborn (Laerdal SimNewB®), a nine-month-old baby (Laerdal SimBaby®), and a six-year-old child (Laerdal SimJunior®). The simulated pediatric unit includes a dedicated control room. There are eight Nursing Anne moderate-technology programmable Laerdal patient simulators operated by handheld SimPads to have heart, lung, and bowel sounds as well as palpable pulses among other features for teaching health assessment and in contextualized simulations. In addition, the Gaumard Scientifc Super Tory is a neonatal simulator with bedside monitor (3), HAL is a one-year-old pediatric simulator (2), HAL is a five-year old pediatric simulator (2), HAL is an adult simulator (1), Victoria is a childbirth simulator (1), and Zoe is gynecological skills trainer (2).

WESLEY WOODS SIMULATION AND SKILLS CENTER

The Wesley Woods Graduate Simulation and Skills Facility includes an outpatient clinic space, a flexible classroom space with four simulated patient bays, and a conference room. In the clinic space, there are 15 fully functional clinical-style patient examination rooms equipped with exam tables and assessment tools, a centralized nurses' station, and four small flexible group-meeting spaces that are used for debriefing and conferences. There is space set-up as an operating room for the nurse anesthesia program. The exam rooms are mostly used for teaching advanced assessment of both adults and children using standardized patients and guided teaching models for simulations and invasive assessment procedures, such as pelvic examinations. The exam rooms incorporate closed circuit video capability for faculty observation of student performance. The classroom space is used for advanced skills training of invasive procedures, such as intubation and central line insertion. Various types of simulators and task trainers are used for training, as well as fresh animal parts, such as pig eyes and tongues, for optimal student tactile experience when performing skills, such as suturing. The large conference room can be set up as a meeting room or a microscope laboratory.

EMORY NURSING LEARNING CENTER

The Emory Nursing Learning Center includes:

1st Floor Lobby Area:
- Social Stair
- Conference Rooms
- Catering and Student Kitchen
- Student Support Spaces

2nd Floor Flexible Spaces:
- Classrooms
- Innovation Hub
- Conference Rooms
- Home Apartment
- Open Skills Lab
- Wellness Room
- Faculty Lounge and Touchdown Offices

Simulation and Skills Lab:
- 5 High Fidelity Rooms
- Classroom and Post-Anesthesia Care Unit or 4 bed bay area
- 12 Exam Rooms
- 4 Skills Labs (26 beds/stretchers)
- 7 Pre/Debrief Rooms
- 8 Control/Observation Rooms
- Nursing Station
- Standardized Patient (Actors) Prep Area and Lounge
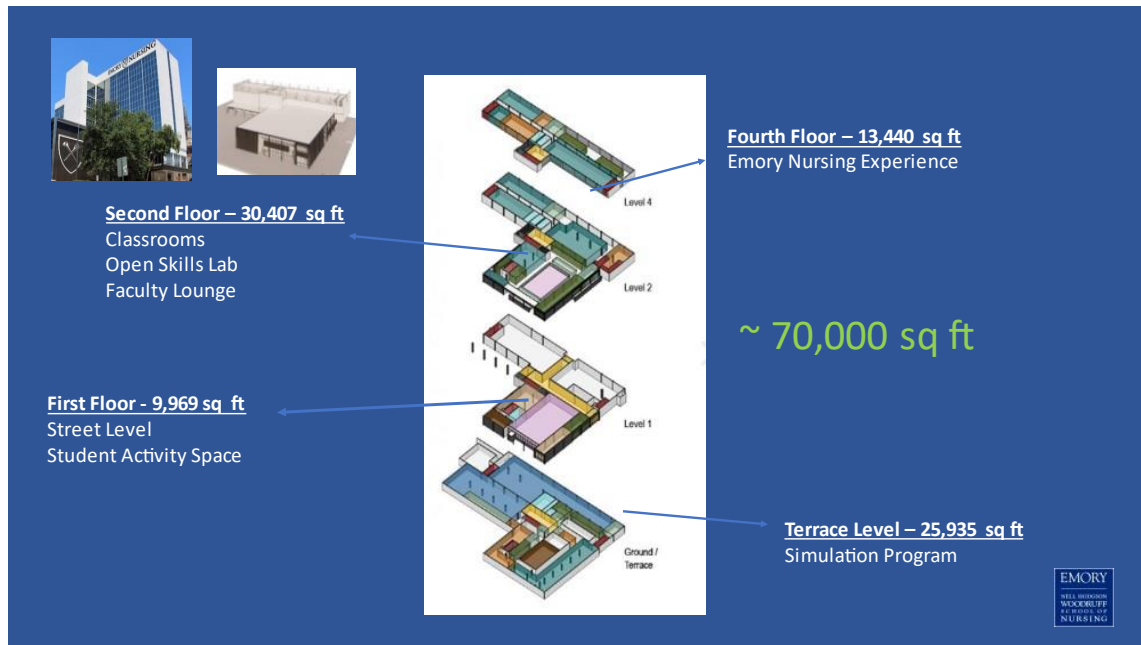
Requesting Tours

Tours can be requested by contacting the Operations Director. Requests should include institution name, date and time, and any specifics that should be included in the tour.

Tours will include, as available, simulation suites, classrooms, and simulation use in nursing education. Tours will not interfere with simulations in progress. They will last thirty minutes to an hour depending on the size of group.

The group requesting the tour is responsible for parking. There is no cost associated with a tour of the facility.

Cancelations should be sent prior to the date scheduled via email to the Operations Director.

Notice of Nondiscrimination and Equal Opportunity Statement (August 2019)

Emory University does not discriminate against individuals on the basis of race, color, religion, ethnic or national origin, sex, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, or veteran's status, as required by Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, as amended, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and other applicable statutes and university policies. Emory University prohibits sexual and gender-based harassment, including sexual assault, and other forms of interpersonal violence.

Information regarding Emory University's Office of Equity and Inclusion, the university office that ensures compliance with this Notice and applicable policies, can be found here and here.
• For inquiries regarding Emory University's non-discrimination policies, please contact: Vice Provost for Equity and Inclusion oei@emory.edu 404-727-9867
• For inquiries regarding Emory University's Title IX policies and compliance, please contact: University Title IX Coordinator titleix@emory.edu 404-727-4079 or 404-727-4717
• For inquiries to the University regarding the Americans with Disabilities Act, the Rehabilitation Act, and related statutes and regulations, please contact: ADA Compliance Officer/Director, Office of Accessibility Services accessibility@emory.edu or oas_employee@emory.edu 404-727-7053

Complaints of discrimination, harassment, and retaliation may be directed to the Office of Equity and Inclusion at oei@emory.edu. Complaint procedures set forth in the Emory University Equal Opportunity and Discriminatory Harassment Policy may be found here. Complaints involving sexual harassment and discrimination may be made to the University Title IX Coordinator at titleix@emory.edu. Complaint procedures may be found here. Complaints may also be filed with the Department of Education Office for Civil Rights, Equal Employment Opportunity Commission, and the Georgia Department of Labor.

Simulation Terminology

A copy of the Healthcare Simulation Dictionary, 2nd Edition may be found at the following link
https://www.ssih.org/dictionary

Citation: Lioce L. (Ed.), Lopreiato J. (Founding Ed.), Downing D., Chang T.P., Robertson J.M., Anderson M., Diaz D.A., and Spain A.E. (Assoc. Eds.) and the Terminology and Concepts Working Group (2020), *Healthcare Simulation Dictionary* Second Edition. Rockville, MD: Agency for Healthcare Research and Quality; September 2020. AHRQ Publication No. 20-0019. DOI: https://doi.org/10.23970/simulationv2.

User Guidelines

All students, faculty, and staff must adhere to the guidelines outlined in this manual. The facilities are learning environments and should be regarded as clinical spaces. No food or drink is allowed in any of the designated simulation spaces.

Since this center is regarded as clinical space student will adhere to the NWHSON clinical area policy for attendance, dress, and professionalism. Adherence to the dress code as described in the Student Handbook is required to participate in any activity in the ENLC.

In accordance with the University's bylaws, the responsibility of designing the academic and professional codes of conduct for its students' rests with each School. Policies related to student conduct in the School of Nursing are *Code of Student Conduct* and *Code of Professional Conduct* (nonacademic conduct). Please refer to the Student Handbook for more information about both Codes of Conduct.

Students must wear appropriate identification while in the ENLC.

The School of Nursing Code of Ethics may be found in the Student Handbook.

Student Complaints

The School of Nursing offers the student an opportunity to file an electronic complaint. The complaint will be reviewed by the Associate Dean for Education, and Chief Operating Officer or their designee. Academic issues should be addressed first with the faculty and follow the lines of communication for resolution. To access the login page to file a complaint, go to the School website under Info for Current Students drop down menu. The Student Complaints form is located under Academic Resources. A response will be provided to the student under the Student Complaints Status tab.

User Rights and Responsibilities

All users of the facilities should treat each other, the spaces, and equipment with respect and should act in a manner that does not disturb academic activities occurring in other areas. No user shall infringe upon the privacy, rights, privileges, health, or safety of other users.

To preserve the realism of simulated case scenarios and to provide an equitable learning experience for each student, all users are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws

requiring confidentiality. Students agree to report any violations to a faculty or staff member as soon as possible.

Civility Policy

The School of Nursing's community thrives on and is strengthened by respect for all persons and diverse perspectives. Any form of incivility, defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of our community, is unacceptable. This includes all forms of disrespect or disregard for instruction, the faculty, the staff, or a fellow student.

Examples of uncivil behaviors include but are not limited to:
- Use of electronic devices, such as mobile phones, laptop computers, and tablets in clinical or classroom settings for reasons not related to current learning activities,
- Arriving late to classes, clinical rotations, or other agreed upon commitments,
- Use of disrespectful or unprofessional language or behavior when interacting with faculty, staff, peers, patients, or others, including via email. Profanity and other disrespectful language will not be tolerated and will result in a Professional Code of Conduct violation and Honor Council review.
- Participation in distracting, private conversations during learning activities.

Faculty have a range of options at their discretion to address cases of incivility, including the deduction of course points; asking an offending student(s) to leave the classroom, simulation/laboratory, or clinical site; and reporting the incident as a Professional Code of Conduct violation.

Personal Items

Personal belongings found in the facilities following an educational experience will be taken to the designated simulation center point of contact. Faculty and staff members are not accountable for personal items that are left in the facility.

Computer and Cell Phone Policy

Technology in the learning environment should be used for learning and not social or work-related purposes.
- Computers may be used for note taking purposes in the classroom.
- Cell phones and other devices must remain on silent or vibrate when in the classroom, simulation, and clinical learning environment.
- Cell phone use is strictly prohibited in the simulation and clinical learning environments for any activities other than to look up information related to care management; or for nurse practitioner, nurse midwife, or nurse anesthesia students, to have direct communication with the faculty, preceptor, and/or supervisor.
- In debriefing room, cell phones and computers are strictly prohibited (cell phones placed in a designated area).

If you anticipate the need to be contacted via your cell phone during a specific class, please speak with the course faculty prior to the start of class.

Cardio-Pulmonary Resuscitation (CPR)

All students and faculty members who utilize the ENLC must have a minimum of a BLS certification.

Learner Orientation

Simulation staff members provide students and faculty hands-on orientation of policies, location of exits, restrooms, manikins, rooms, equipment, and supplies prior to their first simulation session.

Faculty are responsible to prepare students on the following:
1. Logistical details: schedule of day including arrival, break, and end time
2. Simulation expectations for their course
3. General learning objectives during the simulation
4. Confidentiality of participants
5. Simulation strengths and weaknesses
6. Realism concerns
7. Ground rules to maintain a psychologically safe, noncompetitive environment
8. Background information and roles for the simulation experience

Disruptive Behavior

In the event a student, faculty, or staff member is deemed to be disruptive to the ENLC's safe learning environment or acts in an unprofessional way towards other students, faculty, or staff a verbal warning may be issued to the individual(s). During this warning, the participant will be notified of concerns about their behavior. This warning may be given by the Executive Director, Operations Director, or faculty member as applicable.

If the disruptive behavior continues, the following action will be taken:

- Discuss the disruptive behavior with the student, faculty, and/or staff member,
- Remove the individual(s) from the ENLC,
- Document the incident via email to the individual, faculty, Executive Director, Operations Director, and individual's supervisor.

If a pattern of disruptive behavior is identified, the ENLC reserves the right to escalate concerns per the Code of Conduct Policy.

Student Responsibility for Simulation Center Evaluation

Your feedback is important to us. To support our efforts to give you and those who come after you the best simulation-based learning experience, we are committed to rapid cycle change for continuous improvement of our simulation events.

Please take your responsibility for evaluation to improve our simulation events seriously. Constructive feedback drives change. We want to know. As our student, you are in a position to provide informed and useful feedback. If there is a particular issue, please do not hesitate to identify it and pose a possible solution. The Student Evaluation Tool-Modified (SET-M) is in

process of being set-up for electronic completion and will be deployed shortly. There are appropriate safeguards for student confidentiality. The tool is included as Appendix C.

Data from student evaluations are provided to the simulation team as aggregate data. Survey data is used to make decisions about simulation event improvement.

Faculty Responsibility for Simulation Center Evaluation

Your feedback is important to us. To support our efforts to give you and your students the best simulation-based learning experience, we are committed to rapid cycle change for continuous improvement of our simulation events.

Please take your responsibility for evaluation to improve our simulation events seriously. Constructive feedback drives change. We want to know. As our faculty, you are in a position to provide informed and useful feedback. If there is a particular issue, please do not hesitate to identify it and pose a possible solution. Evaluations are electronic and we have appropriate safeguards for confidentiality. The Faculty Simulation Survey is included as Appendix B.

Data from faculty evaluations are provided to the simulation team. Survey data is used to make decisions about simulation event improvement. Our performance metrics are:

- *90% of faculty report overall simulation experience as excellent or outstanding*
- *90% of faculty report quality of pre-planning meeting met or exceeded expectations*
- *90% of faculty report rooms, equipment, and supplies ready when you arrived met or exceeded expectations*
- *95% of faculty report staff attentive to your session met or exceeded expectations*
- *95% of faculty report staff handled problems promptly and efficiently met or exceeded expectations*

Storage and Maintenance of Equipment and Supplies

Use of Equipment

To assist in the longevity of equipment, equipment must be used only as designed. If there are any questions regarding the proper use of a piece of equipment, staff should be consulted. Misuse of equipment should be reported to a faculty or staff member.

Faculty and clinical instructors teaching in the ENLC should have completed an ENLC orientation prior to starting with any course that utilizes the ENLC. Please contact the Operations Director.

Simulators

Simulators are to be used with respect and treated as if they were live patients. Disrespecting or manipulating a human simulator inappropriately will not be tolerated. Students should practice proper hand hygiene and gloving when interacting with simulators.

Simulators should not be removed from beds. If a simulator needs to be moved contact an ENLC staff member for assistance. When moving simulators, proper body mechanics should be implemented to avoid injury to self or damage to equipment.

Cautions

Betadine, ink, oil-based makeup, and other solutions can permanently stain the simulators skin and should NOT be used in proximity to any human simulator. Contact any staff member before you attempt to clean/wipe any of the simulators skin. Special cleaning products are available upon request.

Equipment Damage

Preventative maintenance is routinely done on all equipment and simulators. If a piece of equipment is found to not function properly, staff should be notified immediately, and the equipment removed from use. We will make every effort to repair or replace the equipment for the simulation experience in progress.

Equipment and Supply Requests and Use

Faculty, staff, and students are allowed to check out equipment if available and appropriate. Requests are made to the Simulation Operation Specialist for approval. Larger and all high value equipment requires approval of the Operations Director. Items that are approved will be signed out and a designated date and time for return will be agreed upon. Failure to return equipment can result in disciplinary measures.

Equipment and supplies must be requested at least two weeks in advance for best planning and to ensure adequate time to obtain provisions from vendors if needed. Late requests create the risk of staff not being able to fulfill the request.

Supplies needed for each simulation-based learning experience will be provided as requested by faculty. Personal clinical equipment, such as stethoscopes and calculators, will not be provided. When supplies are running low, a staff member should be notified. All supplies should be returned to the same location and in the same condition in which they were received whenever possible. Many supplies are reusable and should be restocked when not in use. Needles/sharps are **never** to be reused and should be disposed of in sharps containers.

Human Simulation Education

Faculty request human simulation learning experiences from the Director of the Human Simulation Education Center in the School of Medicine. The SOM Director then sends the requests to the ENLC Operations Director for review and approval.

Pre-Planning Meetings

Pre-planning meetings are organized with faculty and clinical instructors once the Operation Director sends schedule confirmations. The assigned Simulation Nurse Educator or Simulation Technician is responsible for scheduling the pre-planning meeting to discuss room set-up and required supplies and equipment. The Simulation Nurse Educator and Simulation Technician are responsible for checking inventory for the required supplies and equipment and will inform the Simulation Operations Specialist (immediately following the pre-planning meeting) of any

supplies and equipment that need to be ordered. This must be done three weeks prior to the simulation event to ensure availability of supplies and equipment for the event. The Simulation Operations Specialist is accountable for ordering the required supplies and equipment.

Ordering specialty equipment requires at least a three-week lead time and supplies require at least a two-week lead time to ensure an adequate amount of time to obtain supplies and equipment from vendors. Late requests create the risk of staff not being able to fulfill the request.

Following the pre-planning meeting, if faculty and clinical instructors require additional and/or different supplies and equipment, this information is shared with the Simulation Operations Specialist. This additional information is added to the room set-up sheet and updated in the smartsheet.

Laundry is delivered and picked up every other week, additional deliveries and pick-ups can be arranged on an ad hoc basis.

Simulation Technicians will clean and empty fluid containers and reservoirs within the simulators and equipment, and clean reusable equipment and supplies after each use. They will return all supplies to the same location and in the same condition.

Clean-Up
Clean-up is expected by each user to leave the room as it was found. Simulation staff will assist and will aid with the supplies that need to be re-stocked or stored in other areas. All empty packaging and trash should be placed in the appropriate receptacles.

Campus Services will clean the floor and countertop services after each simulation event. They will not clean medical equipment or simulators, this is the responsibility of the simulation staff.

All beds and stretchers should be set at the lowest height position after each use. Side rails should be raised on beds that contain patient simulators. Linens should be properly placed back on the beds and simulators after each use (*The patient simulator should be dressed in a patient gown. Each bed should have a fitted sheet* of appropriate size, a draw sheet, a flat sheet, and one pillow in a pillowcase*). *During COVID-19 fitted sheets are not being used

Disposal and Management of Equipment after Use
All equipment should be stored or disposed of appropriately after each use.

In accordance with the Centers for Disease Control (CDC), all needles and sharp disposables, such as broken glass, are to be handled safely and disposed of properly in sharps containers. **Needles should not be recapped**. If a sharps container is full, please inform a simulation staff member immediately so that it may be replaced. **Do not ever force** material into a sharps container that is full.

Any material containing simulated body fluids must be disposed of in a red biohazard bag.*****

All soiled linens should be placed in a laundry hamper. When the hamper bag becomes full, simulation staff will place the full bag in the soiled laundry bin and a new bag placed in the hamper.

Confidentiality Procedures

Simulation Capture and Use

Most areas in the ENLC have the capability of displaying a variety of media and have multiple cameras which can record activity in the rooms. The recording equipment should not be used unless proper training has been provided and permission has been obtained. Videos will be stored on a secure server for review. As with other data captured during simulations, video recordings are confidential and will only be released to faculty or individuals with authorized access. Videos are stored securely and only released to individuals with authorization to access the student record. The ENLC's Operations Director in collaboration with AV/LITS team shall have the responsibility of ensuring secure storage of video recordings and maintaining a log of video files.

Recordings are for educational purposes and debriefing opportunities with appropriate faculty, staff, and students. The facility user agreement signed by students protects privacy and discourages inappropriate discussion of video contents or student performance during an on-campus clinical experience.

Any viewing or publication of recorded material outside of the simulation center, such as posting on Facebook or YouTube, is unacceptable and unethical and will result in disciplinary action.

Photography and digital recordings by participants are prohibited during any simulation event unless permission has been granted in advance.

Simulation Capture Retention

It is the position of the School of Nursing that video recordings are not part of the academic record of significance for assessment and grading purposes. Rather, the scoring metrics are the definitive assessment of student performance during simulation. Videos are used to verify the accuracy of scoring metrics used during simulation and for quality assurance purposes.

It is the position of the School of Nursing that videos do not need to be retained for the same duration as required for official records of student performance in an academic program. However, retention of participant videos depends on the purpose of the simulation and its specific role in formative versus summative evaluation.

For the purposes of simulation capture recording and retention, the following should be considered the minimum time a recording will be retained. Simulation capture may be retained longer than defined below if they are archived and stored in a secure manner.

- Recordings acquired for summative evaluation of students: standardized patients or faculty complete a scoring metric during or after the simulated encounter. Detailed scores are securely kept indefinitely in the online database as a portion of the academic record. Scores are provided to academic programs for grading and promotion decisions. Unless

otherwise specified by the academic program, it is policy to securely retain simulation capture records for <u>one year</u> after completion of the educational exercise.

- Recordings acquired for formative evaluation of student performance: These activities are typically instructional activities that do not substantially contribute to a learner grade. Standardized patients or faculty may or may not complete a scoring metric during or after the simulated encounter, however, this metric is typically used to provide feedback to learners to promote learning rather than grading decisions. It is policy to securely retain simulation capture records for <u>one year</u> after completion of the educational program.
- Recordings used to promote quality improvement: These include simulation captures as part of case development, piloting, or training. Additionally, these cases may include actual student encounters, but used in a secure and appropriate manner to calibrate simulation performance, demonstrate rater-reliability, and enhance the overall quality standards of the simulation program. It is policy to securely retain records for <u>one year</u> after completion of the educational program. *However*, records approved for future training purposes may be retained indefinitely to meet future training needs.
- Recordings acquired for research: Recordings acquired for approved research purposes will be released to the PI. Recordings will be retained by the ENLC per the specifications of the approved research study. Once the PI or research team has custody of the recordings, the ENLC no longer assumes responsibility for their secure storage or retention. Unless otherwise noted by the research protocol, the ENLC shall retain server simulation capture for <u>one year</u> after the simulation.
- Recordings may not be retained for an unspecified period of time.

Student Records

Emory University, like other institutions of higher education, accumulates and maintains records concerning the characteristics, activities, and accomplishments of its students. Because the University recognizes the student's right of privacy, a policy regarding the confidentiality of the information that becomes a part of students' permanent records and governing the conditions of its disclosure has been formulated and adopted. The School of Nursing fully endorses the University's policy and abides by it in all aspects of the confidentiality of and the release of information from a student's record.

The Emory Policy: 8.3 Confidentiality and Release of Information about Students is located at http://policies.emory.edu/8.3.

Environmental, Physical, and Psychological Safety
The emotional well-being of participants is a principal concern. Policies such as confidentiality are in place to assure participants their privacy. Orientation is provided during the learners' first simulation event to introduce learners to the simulation environment. Simulation staff, faculty, and clinical instructors monitor learners' responses (i.e. emotional, physical stress/distress) to the simulation experience. In the event a learner experiences stress/distress, a faculty or clinical instructor will discretely accompany the learner from the simulation event to a private space for debriefing.

Psychological Safety
If at any time before or during a simulation event a student, faculty, or simulation staff member feels the activity is lacking psychological safety that person may raise their hand to prevent or stop the simulation activity. If faculty determines the scenario is compromising a learner's psychological safety, the simulation should cease immediately. If the psychological concern leads to further issues, the faculty will refer the learner to Student Support Services. Staff or faculty must disclose to the student that these options are available upon orienting to the simulation lab.

Latex Allergies
All users should be aware that some supplies and equipment may contain latex. Those with a known sensitivity/allergy to latex need to let faculty and simulation staff members know so that proper precautions can be taken, including the use of latex free gloves. All users who suffer from latex allergies should take precautions while using or handling latex by wearing non-latex gloves. Suspected allergies should also be reported as soon as they are apparent.

Injuries
In the event of a needle stick or any other injury, a faculty member should be notified immediately so first aid can be provided. If any liquid or other material enters a person's eye, the eye should immediately be rinsed out with water and a faculty member notified.
A first aid kit is in the simulation center at all locations.

Once the injury is stabilized, the Operations Director is informed, and the policy in the Student Handbook is followed.

Safety and Emergencies
Medical Emergency
During a medical emergency, employees should provide basic BLS or First Aid Care and call 911 to obtain emergency medical providers if needed.

Simulation equipment should never be utilized for the care of an actual medical emergency.

Supplies are intended for practice and use on simulators only. Supplies stocked in the ENLC do not undergo the same quality and sterility processes as supplies stocked by hospitals. Supplies should never be used on a live person.

The simulation center has a functional AED at each simulation center location as listed below.

School of Nursing	1520 Clifton Road NE	Next to P30	Plaza Level
School of Nursing	1520 Clifton Road NE	By elevator	3rd Floor
School of Nursing	Wesley Woods	SON Wing	Behind Nursing Station

Non-Medical Emergency
All simulation staff, students, and faculty participating in simulation-based learning should ensure that the environment is secure and safe. The ENLC has signs posting emergency exit locations. In case of a fire, all persons are expected to evacuate the building. Security needs to be notified immediately.

The ENLC follows Emory University policies for non-medical emergencies. Simulation staff, students, and faculty should call 911 in the event of any medical emergency.

Severe Weather
The ENLC follows Emory University Severe Weather Policy in the event of inclement weather or a declared weather emergency.

Infection Control
Participants in simulation-based learning experiences need to abide by universal or other posted precautions (contact, droplet, airborne). Any piece of equipment that comes in contact with simulated body fluids is considered contaminated and needs to be handled appropriately. Gloves and other personal protective equipment should be worn as appropriate and disposed of in non-biohazard trash cans after use.

Emory Nursing Learning Center
Simulation Technician

Reports To: Operations Director Emory Nursing Learning Center

The Simulation Technician implements, operates, and participates in simulation activities to guarantee a high quality, safe, and consistent simulation experience in the Emory Nursing Learning Center. This role is responsible for the preparation, setup, and disassembly of the necessary equipment and supplies for each activity. Another responsibility of this role is to provide direct support to the ENLC inventory system by ensuring that the inventory system is kept up to date with our current offerings and inventory on hand. This includes direct and clear communication to the Operations Director regarding low stock and verifying supply counts for equipment. The position leads the daily restocking process for all 'on hand' supplies housed in each of the learning spaces. This role will identify the need for any item additions to the supply carts, or additional on hand supply areas related to specific tasks or procedures. Provide daily upkeep and maintenance of equipment and learning spaces. The simulation technician provides support and backup in operating simulation equipment or the simulation capture system during the activity. The simulation technician must maintain excellent customer service skills and effective communications with all clientele and co-workers.

Responsibilities/Duties:

1.   Provide simulation activities across the curriculum. (35%)
   - Collaborate with Simulation Operations Specialist and Simulation Nurse Educators on the design and layout of simulation activities.
   - Gather equipment, supplies, and technology for a requested simulation activity in a timely manner prior to an event, and report any missing, damaged, or depleted items to the appropriate ENLC faculty and staff member(s) for re-ordering and/or repair and suggest substitutions when possible.
   - Set up simulation activities according to plan provided by Simulation Nurse Educators and faculty, with guidance from the Operations Director and Simulation Operations Specialist.
   - Prepare scenario props for simulation activities.
   - Prepare all supplies and equipment for simulation activities in advance.
   - Operate simulators and task trainers as part of the simulation activity.
   - Execute daily assignments to ensure that simulation activities are set up prior to start of scheduled activities.
   - Assist in re-setting the simulation activity between active simulations to maintain quality and consistency amongst learners.
   - Ensure all equipment is put away properly and neatly after the "breakdown" of a simulation activity.
   - Provide first line feedback to Simulation Operations Specialist and Operations Director on function of equipment.

- Participate in meetings with ENLC team for planning purposes.
- Meet with faculty prior to each scheduled simulation activity (pre-planning meetings).

2. Provide direct support to the ENLC inventory system. (30%)
- Check all incoming equipment and supplies against the packing slip and report any discrepancies to the Operations Director.
- Ensure all incoming equipment and supplies are properly scanned/input into the inventory database to ensure accurate tracking of all materials.
- Ensure all outgoing equipment and supplies are properly scanned/checked out of the inventory database to ensure accurate tracking of all materials.
- Assist in supply counts and checks to assist in ordering process.
- Ensure all supplies locations are properly labeled.
- Ensure items are placed in and out of maintenance mode in inventory database.
- Ensure that items are stored in the proper designated locations.
- Ensure the proper usage of storage bins throughout the ENLC.
- Assist in preparation of physical assessment kits.
- Communicate shortages to the Operations Director.

3. Provide daily upkeep and maintenance of ENLC equipment and learning spaces. (10%)
- Clean and empty fluid containers and reservoirs within Patient Simulators after each use.
- Clean reusable equipment and supplies after each use.
- Properly store patient simulators, reusable supplies, and equipment.
- Reduce clutter by returning unused supplies and equipment to their proper storage areas.
- Store new equipment and supplies in their designated areas.
- Dispose of trash and biohazardous materials per ENLC Policy.
- Maintain ENLC appearance and cleanliness.

4. Lead the daily restocking process for the ENLC. (10%)
- Maintain a listing of items and quantities to be available on hand in the ENLC space for simulation activity use.
- At the beginning and ending of each workday, replenish and organize on hand supplies in each ENLC space.
- Collaborate with Simulation Operations Specialist on activities that may require extra on hand stock.
- Identify spaces that should have an expanded selection of on hand items.
- Identify needs, recommend, and build for additional mobile supply carts to service individual tasks or procedures.

5. Provide support and backup in operating simulation capture system, maintaining equipment, and operation of low and high-fidelity mannequins. (10%)
- Know how to operate the simulation capture system to record simulation activities.
- Have a basic understanding of how to turn on and operate high fidelity mannequins and their computers.
- Learn basic first line troubleshooting and elevate issues to Operations Director or Simulation Operations Specialist.

- Assist in providing basic maintenance to equipment, including (but not limited to) external equipment cleaning and powdering, fluid line cleaning, and some parts replacement.
- Learn basic moulage techniques and be able to execute for a simulation activity.

6.   Perform additional duties as assigned. (5%)

Requirements:

- 1 to 2 years work experience.
- Bachelor's degree in Computer Science, technology, or health-related field preferred.
- Previous experience in simulation lab preferred.
- Must be able to independently move equipment (less than 25 lbs.) and move manikins (less than 50 lbs.) with the assistance of others.
- Ability to learn new software and hardware quickly and independently.
- Self-motivated and ability to work effectively in team environment.
- Flexibility and adaptability in dynamic environment

Preferred:

- Knowledge of patient simulation, technologies and applications.
- Knowledge of computer hardware equipment and software applications relevant to simulator functions.
- Proficiency in MS software applications including MS Outlook, Word, Excel, and PowerPoint as well as Internet and database applications.

Physical Requirements:

- Frequently stand/walk, sit, perform desk-based computer tasks, twist/bend/stoop/squat, lift/carry/push/pull objects that weigh up to 10 pounds.
- Occasionally kneel/crawl, use a telephone, writing by hand, sort/file paperwork or parts, reach/work above shoulders, lift/carry/push/pull objects that weigh up to 40 pounds.
- Rarely climb (ladders, scaffolds, or other), grasp lightly/fine manipulation, grasp forcefully, lift/carry/push/pull objects that weigh >40 pounds.

Hours of Work:
This position is non-exempt and is expected to be available for prescribed hours when the simulation lab is open weekdays from 7am to 6pm. There may be additional hours added to simulation lab to accommodate increases in enrollment or addition of teaching programs.

Emory Nursing Learning Center
Simulation Operations Specialist

Reports To: Operations Director Emory Nursing Learning Center

The Simulation Operations Specialist partners with Simulation Technicians, Simulation Nurse Educators, and faculty to develop, implement, operate, and participate in simulation activities to guarantee a high quality, safe, and consistent simulation experience in the ENLC. Assist in the management of the infrastructure to ensure student privacy, operational efficiency, limited downtime, and that learning objectives are met. Troubleshoot and resolve any technical and logistical issues; operate simulation capture system to ensure activities are videotaped. Provide first level repairs and preventative maintenance to simulation resources; ensure equipment and supplies are used and maintained properly. Plan, develop, and manufacture materials and techniques for executing moulage and task trainers in collaboration with key players to enhance the overall realism of the simulation activity. Maintain current simulation related knowledge, excellent customer service and effective communications.

Responsibilities/Duties

1. Provide leadership to the ENLC operations team. (25%)

- Lead the team in complex simulation activity design, setup, and execution.
- Manage the daily assignment to ensure that simulation activities are setup, fully staffed, run efficiently, and are properly put away.
- Manage a running list (daily, weekly, monthly) of preventative maintenance and upkeep side tasks to be performed in the ENLC.
- Assist the Operations Director and Simulation Nurse Educator in the management of temporary, part time, and student workers.
- Ensure the daily upkeep of equipment is performed. All equipment should be emptied of fluids, cleaned, and stored properly.
- Act as a point of escalation for ENLC staff regarding simulation design, setup, and execution.
- Develop and provide orientation and training to users of the ENLC on the operation and best practices of resources (software, task trainers, simulators, computers, audio visual system, simulation capture system, mobile technology, etc.) that are available for use in simulation activities.
- Provide backup to the Operations Director in duties such as supply and equipment purchases, communicating with vendors on order status, inventory control, record keeping, and scheduling.

2. In partnership with Simulation Technicians, Simulation Nurse Educators, and faculty, advise, plan, implement, participate, operate, and evaluate simulation activities to guarantee high quality and consistent learner experiences in all educational activities in the ENLC. (35%)

- Collaborate with faculty and Simulation Nurse Educators on the planning and design of simulation activities to ensure that the exercise's learning objectives can be met through simulation.
- Use healthcare simulation knowledge and skills to identify the level of fidelity needed for the activity and discuss the level of realism possible in the simulation.
- Setup and prepare individual simulation activity areas using gathered supplies, equipment, technology, props and moulage (art of applying mock injuries for the purpose of training). Plan materials and techniques for executing moulage (wounds, injuries, physical representation of symptoms, environmental props) and task trainers (suture pads, injection pads, customized trainers) to efficiently meet the learning objectives for an activity, level of realism, and ENLC budgetary requirements.
- In partnership with simulation technician, operate simulators and task trainers as part of the simulation activity.
- Act as a voice of the patient, or standardized patient as needed in the simulation activity.
- Assist with re-setting the simulation activity between active simulations to maintain quality and consistency between groups of learners.
- Ensure faculty and learners act within established healthcare and ENLC safety guidelines while in the simulation activity.
- Assist faculty in simulation debriefing activities as needed.
- Operate the ENLC's simulation capture system to ensure that simulation activities are videotaped correctly, completely, and performs as expected to assist faculty in debriefing students on their performance in the activity.
- Troubleshoot any technical or logistical issue(s) that arise immediately prior or during a simulation activity; formulate and enact a solution to the issue, and effectively communicate it to the simulation faculty.
- Produce and manage all operations-level needs to support the Electronic Health Record system (when applicable), may include (but is not limited to) printing and distribution of EHR-generated name bands and medication labels, testing of barcodes, and collaboration with faculty.

3. Assist in the management of the infrastructure of the ENLC to ensure student privacy, operational efficiency, limit downtime, and learning objectives are met. (10%)

- Perform a pre- and post-activity check of computers, software, simulators, task trainers, and healthcare equipment to ensure that all features of the device are operating properly.
- Troubleshoot any non-functioning features, attempt repair, communicate with faculty as necessary and report issues to Operations Director.
- Ensure that the ENLC's computers and audio-visual equipment are in a constant operational state.
- Liaise with the School of Nursing IT/AV Department for the quick resolution of all network, computer, and software issues in the ENLC.
- Maintain software used to operate simulators, task trainers, and virtual simulation activities; assure updates are obtained and uploaded and operate properly.
- Troubleshoot any technical issues with ENLC and communicate and enact a resolution plan that has the least impact on learning activities.

4. Maintain, repair, and perform preventative maintenance on simulators, task trainers and healthcare equipment to maintain quality of educational activities. (15%)

- Ensure that simulators are functioning, cleaned with ports/reservoirs emptied, properly maintained, and stored after each simulation activity.
- Ensure that proper preventative maintenance takes place to limit downtime and guarantee operational efficiency.
- Evaluate and when necessary, change replaceable parts on simulators, task trainers, and healthcare equipment.
- As directed, liaise with equipment vendors and manufacturers to resolve malfunctioning equipment on behalf of the ENLC.

5. Actively sustain a safe and clean healthcare environment in the ENLC. (5%)

- Ensure that activities and participants in the ENLC are in accordance with current healthcare guidelines and the policy and procedure manual.
- Demonstrate excellent customer service skills in all communication on behalf of the ENLC.
- Ensure the ENLC space and resources are consistently operating in a clean and safe manner.

6. Maintain currency in healthcare simulation knowledge and skillset, research, presentation, and execution of existing, new, and emerging simulation technologies, healthcare procedures, educational methodologies, moulage techniques, workflows, and trends and their applicability in our environment. (5%)

7. Perform additional duties as assigned. (5%)

Requirements:

- BS, MS preferred.
- 3 to 5 years of work experience in healthcare, technology, engineering or communications related field.
- Experience in an academic simulation lab environment is strongly desired.
- Demonstrated success in relationship building and a track record of leveraging resources to accomplish strategic goals.

Preferred:

- Certified Healthcare Simulation Operations Specialist® (**CHSOS**®) preferred.
- Experience in patient simulation services, technologies, and applications.
- Experience in audio/video equipment and software for recording, duplication, mixing, and editing.

Physical Requirements:

- Frequently stand/walk, sit, perform desk-based computer tasks, twist/bend/stoop/squat, lift/carry/push/pull objects that weigh up to 10 pounds.
- Occasionally kneel/crawl, use a telephone, writing by hand, sort/file paperwork or parts, reach/work above shoulders, lift/carry/push/pull objects that weigh up to 40 pounds.
- Rarely climb (ladders, scaffolds, or other), grasp lightly/fine manipulation, grasp forcefully, lift/carry/push/pull objects that weigh >40 pounds.

Hours of Work:
This position is exempt and is expected to be available when the simulation lab is open weekdays from 7am to 6pm. There may be additional hours added to simulation lab to accommodate increases in enrollment or addition of teaching programs.

Emory Nursing Learning Center
Simulation Nurse Educator

Reports To: Operations Director Emory Nursing Learning Center (in the interim until the Director of Simulation Based Learning is hired)

Simulation Nurse Educator will participate in development, implementation, and evaluation of educational programming in the ENLC and will ensure high quality simulation-based education through the creation of a realistic state-of-the art learning environment. Primary responsibilities will be teaching in the Simulation and Skills Lab. The SNE will conduct simulation scenarios and debriefing sessions working with faculty and the Director of Simulation Based Learning in the ENLC to provide short-term and long-range comprehensive strategic and operational planning in support of the simulation education. The SNE will be actively involved in curriculum meetings for the integration of simulation experiences in meeting course and program objectives and outcomes. The SNE will promote a collaborative and team-based approach to simulation education. The SNE will assist with program development and ensure adherence to program policies, course objectives, program outcomes, data collection and reporting and current simulation best practice safety measures and contributes to local and national research projects.

Responsibilities/Duties:
- Leads the continued development of relevant simulation activities including, but not limited to designing new training, scenario creation, facilitator development, student assessment in simulation, and reviewing existing simulation methods and scenarios.
- Utilizes best practices and evaluation data to identify opportunities for improvement, innovation, implementation, and integration of patient simulation technology into existing clinical curricula.
- Provides simulation education experiences to students at an expert level.
- Ensures educationally sound use of clinical simulation and debriefing techniques and assists with pre-briefing and debriefing within scope of knowledge. Partners with faculty on how to use simulation and debrief effectively.
- Implements simulation educational/orientation programs for new faculty.
- Demonstrates expertise in providing skills training, remediation, or tutoring one-on-one or in small groups.
- Collaborates with faculty in identifying needs and developing and implementing creative laboratory learning environments.
- Holds open labs during unscheduled student class lab hours.
- Practices exceptional organizational and interpersonal skills.
- Trends student performance and assessment data and makes recommendations for systematic program evaluation.
- Provides strategic simulation programmatic advice to senior leadership and based on ENLC vision and goals.
- In collaboration with simulation team, determines supplies, adequate resources for sessions.
- Understands the inventory management system and supply needs.
- Participates in meetings with ENLC team for planning purposes.
- Meet with faculty prior to each scheduled simulation activity (pre-planning meetings).

- Assists with set up and ensures all equipment is in working order.
- Supervises work study students, as necessary.
- Provides support to outside groups using the simulation and skills lab.
- Performs other job-related duties as assigned.

Qualifications/Requirements
- Minimum Master's degree in healthcare, education, healthcare discipline, medical technology or simulation field required. Doctoral or Clinical degree preferred.
- Unencumbered Georgia RN license is required.
- Teaching expertise with simulation and skills lab technology.
- Technological competency in health care equipment, electronic documentation, computer skills, Microsoft Office, and presentation technology.
- 3 to 5 years clinical experience in a healthcare setting.
- Experience in healthcare simulation (planning, developing, evaluating, and customizing clinical, educational simulations as an educator) preferred.
- BLS required.
- Certified Healthcare Simulation Educator (CHSE) strongly preferred.

Hours of Work:
This position is exempt and is expected to be available when the simulation lab is open weekdays from 7am to 6pm. There may be additional hours added to simulation lab to accommodate increases in enrollment or addition of teaching programs.

Emory Nursing Learning Center
Operations Director

Reports To: Executive Director, Emory Nursing Learning Center

The Operations Director is responsible for maximizing the Emory Nursing Learning Center's (ENLC) performance by managing daily operations and implementing organizational strategies to improve efficiency, quality, and teamwork. The Operations Director will serve as the operational, fiscal, human resources, and strategic advisor to the Executive Director of the Emory Nursing Learning Center. The Operations Director will develop short term and long term goals and objectives to ensure all simulation activities are prepared and executed on time and accurately while assuring the highest level of quality and fidelity possible; includes oversight of purchasing and inventory management, capacity planning and scheduling, forecasting and anticipating needs and resources; solution driven problem solving to optimize effectiveness and efficiency of operations working in collaboration with faculty and key players. The Operations Director will provide administrative leadership to support the ENLC Executive Director, partner with the IT Director, and other key internal and external stakeholders of the ENLC; develop responsive systems, and policies and procedures to meet evolving needs, ensure optimal use of technology and the web; hire and supervise simulation technician staff. The Operations Director will manage budget by analysis of all expenses and salaries for all activities within the ENLC.

Responsibilities/Duties:

1.   Oversee and manage daily operations of the ENLC ensuring all simulation activities are prepared and executed on time and accurately while assuring the highest level of quality and fidelity possible; includes oversight of purchasing and inventory management, capacity planning and scheduling, forecasting, and anticipating needs and resources; solution driven problem solving to optimize effectiveness and efficiency of operations working in collaboration with faculty and key players. (40%)

- Provide and direct daily operational leadership of the ENLC; lead planning meetings to anticipate resource needs and allocation plans to ensure optimal operational effectiveness and efficiency.
- Partner with program and course faculty and Simulation Nurse Educators to ensure simulation and innovative learning related needs are met.
- Anticipate future needs and identify proactive solutions for seamless operations; includes forecasting activities and resource needs each semester and annually.
- Direct the development, implementation and maintenance of an inventory system and related policies and procedures to ensure that resources—supplies, durable medical equipment, manikins, and other capital equipment—are maintained, stocked, and repaired as needed to ensure availability.
- Design, implement and evaluate a schedule that maximizes efficient use of the ENLC space, resources, and staff in collaboration with faculty; facilitate and negotiate the scheduling of simulation lab spaces with internal and external users.

- Manage the scheduling of training programs among users to establish high level priorities and maximize operational time; support the development of instructor training methodologies.
- Develop and maintain the ENLC's Operating Policies and Procedures to ensure a consistent and safe experience for all users of the space; develop, update and implement operational, and quality assurance plans and procedures.
- Oversee ENLC purchasing, capacity planning and scheduling vendor negotiations working in collaboration with key players. Direct the acquisition of bids and make purchasing recommendations within delegated authority. Establish, build, and maintain relationships with equipment vendors as appropriate.
- Participate in the exploration and production of innovative content and products developed under the ENLC to third party consumers.
- Monitor and review timely submission of simulation activity requests from faculty with Simulation Technicians to check requests against inventory lists to ensure all required items are available before the activity is scheduled.
- Monitor Simulation Technicians' assignments and all set-up, execution, and breakdown throughout the day for each simulation activity in collaboration with Simulation Operations Specialist.
- Evaluate the quality of work completed by the Simulation Operations Specialist and Simulation Technicians and provides constructive feedback to improve quality and efficiencies.

2. Provide administrative leadership to support the Executive Director, partner with the IT Director, and other key stakeholders of the ENLC and simulation activities; develop responsive systems and procedures to meet evolving needs, apply quality improvement methodologies; ensure optimal use of technology; hire and supervise all simulation staff. (30%)

- Apply quality improvement methodologies to the ongoing evaluation and improvement of ENLC.
- Advise Executive Director on budget and cost efficiencies related to services offered.
- Conduct, analyze, and provide ENLC data/reports to the Executive Director to support operations, financial management, and evaluation of activity for strategic planning, and new initiatives including accreditation through SSH.
- Oversee the optimal use of technology working in collaboration with IT Director and team; lead in communication and efficient implementation of change to ensure optimal results.
- Oversee the ongoing development and maintenance of the ENLC web pages in collaboration with SON Communications.
- Organize, facilitate, and manage events for external groups conducted in the ENLC as appropriate.
- Oversee and manage the process for the use, lending, maintenance, and cataloguing of supplies, equipment, task trainers, manikins, simulators, and computer-based simulations of the ENLC.
- Supervise ENLC staff, work study students, other student workers and temp workers. Hire, orient, manage performance, work schedules and time off requests, rewards and

recognition and training and professional development needs for regular full and part-time staff in keeping with SON goals, University policies, and all laws and regulations.

- Oversee coordination of workload balance; negotiates priorities when appropriate.
- Encourage simulation staff to participate in related University, local, regional, state and national professional organizations, committees, task forces, and special interest groups.
- Serve on relevant taskforces and committees.

3. Manage budget by analysis of all expenses and salaries for all activities within the ENLC. (25%)

- Provide full and timely expense budget accountability and resource stewardship in compliance with policies and procedures: review account detail, question irregularities, conduct follow-up, liaison with business office to streamline and coordinate efforts, and analyze and approve requests submitted on behalf of the ENLC funds.
- Interpret and assess operations requests, including staffing, analyze options and make recommendations to ensure the Executive Director has the best input to make financial decisions which impact the ENLC budget.

4. Perform additional duties as assigned. (5%)

Requirements:

- A master's degree in education, health science or a related field.
- Ten years of professional experience which includes supervisory or managerial experience, or an equivalent combination of education, training, and experience.
- Prior experience with AV/IT equipment management.
- Demonstrated database management and advanced PC skills in MS Office with the ability to effectively utilize the Internet required.
- Strong business acumen with solid financial and administrative experience essential; prior budget management and effective supervisory experience needed.
- Excellent interpersonal skills and cultural competencies in order to interact with a wide range of individuals, including staff at all levels, faculty and administrators.
- Outstanding communication and presentation skills, verbally and in writing.
- Experience using quantitative and/or qualitative data to assess initiatives and inform decision-making.

Preferred:

- Experience in an academic simulation lab environment; program development experience in a research-intensive environment is strongly desired.
- Preferred experience with continuum of low fidelity to high fidelity patient simulators.
- Demonstrated ability to work with campus partners to develop and sustain support for programmatic activities.
- Demonstrated success in relationship building and a track record of leveraging resources to accomplish strategic goals.

Hours of Work:

This position is exempt and is expected to be available when the simulation lab is open weekdays from 7am to 6pm. There may be additional hours added to simulation lab to accommodate increases in enrollment or addition of teaching programs.

Faculty Simulation Survey
Nell Hodgson Woodruff School of Nursing Simulation Center

First, let us thank you for taking our simulation satisfaction survey. We are on a daring quest to collect the right data about faculty satisfaction with the simulation center. Your responses and feedback will help our team continuously improve simulation experiences for you and your students. Results will be shared in the aggregate three times per year – Fall, Spring, and Summer.

1. Date of Event: Month/Day/Year: _____/_____/_____

2. Start Time of Event: _____

3. End Time of Event: _____

4. Course #: _____

5. Lead Course Faculty Name: _____

6. Simulation Event Name/Scenario: _____

    _____

7. Program: 1) Prelicensure   2) Post-licensure

8. Track (s) Name(s):
1) ABSN	4) InEmory	7) AGPCNP	10) CRNA	13) Midwifery
2) DABSN	5) MN	8) FNP	11) PNP	14) WHNP
3) AMSN	6) AGACNP	9) ENP	12) PACNP	15) PMHNP

9. Total number of learners: _____

10. Primary Simulation Contact Name: _____

11. Secondary Simulation Contact Name (if applicable): _____

12. Support Simulation Contact Name (if applicable): _____

13.   Quality of Pre-Planning Session (i.e., meeting with simulation staff, follow-up communication, scheduling session rooms and equipment etc.)

    4) Exceeded Expectations
    3) Met Expectations
    2) Almost Met Expectations
    1) Did Not Meet Expectations

14.   Rooms, Equipment, and Supplies Ready When You Arrived (i.e., equipment in place and working, room(s) set-up with requested props, event was ready to start when you were, supplies were adequate)

    4) Exceeded Expectations
    3) Met Expectations
    2) Almost Met Expectations
    1) Did Not Meet Expectations

15.   Staff attentive to your session.

    4) Exceeded Expectations
    3) Met Expectations
    2) Almost Met Expectations
    1) Did Not Meet Expectations

16.   Staff handled problems promptly and efficiently.

    4) Exceeded Expectations
    3) Met Expectations
    2) Almost Met Expectations
    1) Did Not Meet Expectations

17.   Staff ensured equipment functioned properly.

    4) Exceeded Expectations
    3) Met Expectations
    2) Almost Met Expectations
    1) Did Not Meet Expectations

18. Standardized patients were available and fulfilled their roles (if applicable)

   4) Exceeded Expectations
   3) Met Expectations
   2) Almost Met Expectations
   1) Did Not Meet Expectations

19. How would you rate your overall event experience?

   6)   Outstanding
   5)   Excellent
   4)   Very Good
   3)   Good
   2)   Fair
   1)   Poor

20. Please share with us what went well with the event.

21. Please share with us what can be improved.

22. Is there anything you would like to discuss? We are happy to schedule a call.

24. Was there a simulation team member who was particularly helpful?

Thank you, we appreciate your candid responses.

APPENDIX C: Student Simulation Evaluation

Simulation Effectiveness Tool - Modified (SET-M)

After completing a simulated clinical experience, please respond to the following statements by circling your response.

PREBRIEFING:	Strongly Agree	Somewhat Agree	Do Not Agree
Prebriefing increased my confidence (PREBRIEFING)	3	2	1
Prebriefing was beneficial to my learning. (PREBRIEFING)	3	2	1
SCENARIO:			
I am better prepared to respond to changes in my patient's condition. (LEARNING)	3	2	1
I developed a better understanding of the pathophysiology. (LEARNING)	3	2	1
I am more confident of my assessment skills. (LEARNING)	3	2	1
I felt empowered to make clinical decisions. (LEARNING)	3	2	1
I developed a better understanding of medications. (Leave blank if no medications in scenario) (LEARNING)	3	2	1
I had the opportunity to practice my clinical decision making skills. (LEARNING)	3	2	1
I am more confident in my ability to prioritize care and interventions (CONFIDENCE)	3	2	1
I am more confident in communicating with my patient. (CONFIDENCE)	3	2	1
I am more confident in my ability to teach patients about their illness and interventions. (CONFIDENCE)	3	2	1
I am more confident in my ability to report information to health care team. (CONFIDENCE)	3	2	1
I am more confident in providing interventions that foster patient safety. (CONFIDENCE)	3	2	1
I am more confident in using evidence-based practice to provide care. (CONFIDENCE)	3	2	1
DEBRIEFING:			
Debriefing contributed to my learning. (DEBRIEFING)	3	2	1
Debriefing allowed me to verbalize my feelings before focusing on the scenario (DEBRIEFING)	3	2	1
Debriefing was valuable in helping me improve my clinical judgment. (DEBRIEFING)	3	2	1
Debriefing provided opportunities to self-reflect on my performance during simulation. (DEBRIEFING)	3	2	1
Debriefing was a constructive evaluation of the simulation. (DEBRIEFING)	3	2	1
What else would you like to say about today's simulated clinical experience?			

Leighton, K., Ravert, P., Mudra, V., & Macintosh, C. (2015). Update the Simulation Effectiveness Tool: Item modifications and reevaluation of psychometric properties. *Nursing Education Perspectives, 36*(5), 317-323. Doi: 10.5480/1 5-1671.