

# Auburn University School of Nursing

Engaging Active Group Learning Environments in  
Simulation (EAGLES) Center

## Policies and Procedure Manual

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## EXPLANATION OF TERMS

### **Engaging Active Group Learning Environments in Simulation (EAGLES) Center**

The EAGLES Center comprises over 20,000 square feet of dedicated laboratory space in the second and third floors of the School of Nursing building. The third floor houses the simulation suite. Simulated clinical immersion experiences typically occur within the simulation suite. Teaching-learning experiences frequently take place within the second floor Nursing Resource Center, commonly referred to as the skills labs. Simulation-based experiences may take place in various locations throughout the School of Nursing as appropriate. For this reason, the following policies and procedures outlined for the EAGLES Center apply to any setting within the School of Nursing during the time a simulation-based experience occurs.

### **Participant**

The learner refers specifically to a person who engages in a simulation activity for the purpose of gaining or demonstrating mastery of knowledge, skills, and/or attitudes of professional practice (Lopreiato et al., 2018).

### **Simulation Facilitator**

The simulation facilitator refers specifically to an individual who provides guidance, support, and structure at some or all stages of simulation-based learning, including prebriefing, simulation, and/or debriefing (INACSL Standards Committee, 2021). This person may be faculty and/or adjunct faculty within the School of Nursing, or an external user.

### **EAGLES Center Faculty/Staff**

The EAGLES Center Faculty/Staff are individuals who are primarily assigned to EAGLES Center activities and are involved in the design, implementation, and/or delivery of simulation activities; for example, educators, technologists, operations specialists, technicians (Lopreiato et al., 2018).

### **Standardized/Simulated Patient**

Also referred to as a SP, the standardized or simulated patient is a person trained to consistently portray a patient or other individual in a scripted scenario for the purposes of instruction, practice, or evaluation (INACSL Standards Committee, 2021).

## References

- INACSL Standards Committee, Molloy, M., Holt, J., Charnetski, M., & Rossler, K. (2021). Healthcare Simulation Standards of Best Practice™ Simulation Glossary. *Clinical Simulation in Nursing*, <https://doi.org/10.1016/j.ecns.2021.08.017>.
- Lopreiato, J. O. (Ed.), Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A. E. (Associate Eds.), and the Terminology & Concepts Working Group. (2016). Healthcare Simulation Dictionary. Retrieved from <http://www.ssih.org/dictionary>.

# **ADMINISTRATIVE POLICIES AND PROCEDURES**

## **GENERAL INFORMATION**

The Auburn University School of Nursing Engaging Active Group Learning Environments in Simulation (EAGLES) Center provides a realistic, effective, and efficient environment for teaching, assessment and research. This policy and procedures manual is intended for all participants, faculty, staff, and external users of the EAGLES Center. As a department within the Auburn University School of Nursing (AUSON), the EAGLES Center adheres to all policies and procedures instituted by the University. Policies and procedures in this handbook may be modified based on recommendations for health and safety. EAGLES Center faculty, staff, simulation facilitators, and participants will be notified of any changes through email, Auburn University's official communication channel.

## **MISSION AND VISION STATEMENTS**

### **EAGLES Center Mission**

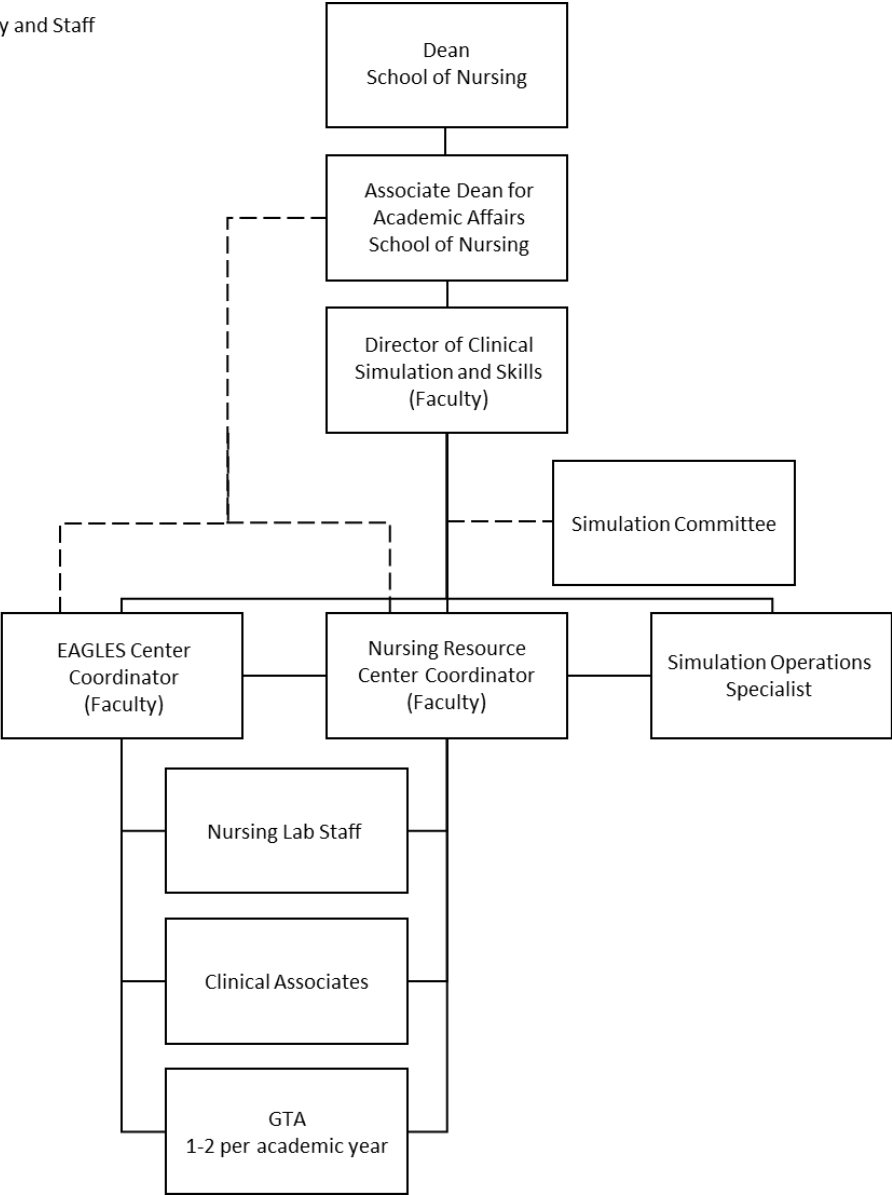
The EAGLES Center promotes safe, quality patient care using innovative technologies and dynamic simulation-based experiences to develop and enhance clinical judgment and skills.

### **EAGLES Center Vision**

The EAGLES Center will use simulation-based experiences to enhance health science education, resulting in improved patient safety and care and addressing the needs of diverse populations.

ORGANIZATIONAL STRUCTURE

Microview: Organizational Structure, Experiential Learning Faculty and Staff



## **SIMULATION COMMITTEE**

**Simulation Committee** (as outlined in the AUSON Faculty Handbook, Article VI, Committee Functions)

### **A. Membership**

1. Director of Clinical Simulation and Skills
2. EAGLES Center Coordinator
3. NRC Coordinator
4. IT Specialist
5. Student representative
6. 1-2 faculty members at large

### **B. Functions**

1. Supports the vision for AUSON simulation activities and policies.
2. Collaborates with faculty to identify/implement new and ongoing simulation projects.
3. Maintains up-to-date data of simulation activities and faculty simulation interests.
4. Seeks sources of funding for ongoing and new simulation projects.

## **FACILITIES AND LOCATION**

The EAGLES Center is located within the School of Nursing building on the second and third floors.

**Address:** EAGLES Center  
Auburn University School of Nursing  
710 South Donahue Drive  
Auburn, AL 36849

**Directions: From US-280**  
Turn right onto AL-147. Continue to follow AL-147 for 2.9 miles. Turn right onto AL-267/Shug Jordan Parkway. In 3.3 miles, turn left onto West Samford Avenue. In 1.1 miles, turn right onto South Donahue Drive. In 0.3 miles, the Auburn University School of Nursing is located at 710 South Donahue Drive. The EAGLES Center is located within the School of Nursing building.

**From I-85**  
Take the US-29 exit, Exit 51, toward Auburn. Head north on AL-147/South College Street (left turn coming from Montgomery, right turn coming from Atlanta). In 2.2 miles, turn left onto South Donahue Drive. In 0.5 miles, Auburn University School of Nursing is located on the left at 710 South Donahue Drive. The EAGLES Center is located within the School of Nursing building.

## **OPERATING HOURS**

In order to properly secure and maintain the equipment and facility, access to the EAGLES Center must be closely monitored. EAGLES Center faculty and staff are the only personnel with unlimited access to EAGLES Center rooms. All visitors must be accompanied by AUSON faculty or staff. Normal operating hours are Monday through Friday, 8am to 5pm.

## CONTACT INFORMATION

**Telephone:** Director of Clinical Simulation and Skills, Meghan Jones, (334) 844-5683  
EAGLES Center Coordinator, Tiffani Chidume, (334) 844-6703  
Nursing Resource Center (NRC) Coordinator, Karol Renfroe, (334) 844-6705

**Email:** [eaglessimcenter@auburn.edu](mailto:eaglessimcenter@auburn.edu)



## OPERATIONS

### CODE OF CONDUCT

**The Code of Conduct is intended to give all users of the EAGLES Center, including participants, standardized patients, faculty, staff, and external users, guidelines for conducting themselves in order to maintain a safe and productive environment. The Code of Conduct is provided to all participants, standardized patients, faculty, staff and external users during their orientation to simulation.**

1. All users must act in a manner that does not disturb the academic activities occurring in the center.
2. Disrespect toward participants, faculty, staff, the space, and its resources will not be tolerated.
3. All users are expected to be prepared for simulation activities.
  - a. All pre-activity work assigned to participants should be completed PRIOR to the scheduled simulation activity.
4. The EAGLES Center is a shared space. As such, users are expected to clean up after themselves.
  - a. Simulation bays, control rooms, and debriefing rooms should be cleared of all supplies, papers, and equipment that are not part of the standard room set up by the end of each day.
  - b. All consumable supplies that can be reused should be left neatly where they were set up.
  - c. Garbage should be thrown away.
5. Any damage to equipment or operating problems should be reported to the EAGLES Center staff immediately.
6. NEVER use ink pens, felt-tipped markers, iodine, or betadine near the manikins or task trainers. These items will PERMANENTLY stain the equipment.
7. Do not use equipment for any purpose other than specified.
8. Food and drink are not permitted in the manikin/patient bays, procedure training rooms, or OSCE rooms.
9. Drinks with securely fastened lids are permitted in the control rooms and all areas not previously mentioned.
10. All spills must be reported immediately to the EAGLES Center staff.
11. Learners and simulation facilitators will adhere to the clinical dress code outlined by their respective discipline.
  - a. Nursing students will adhere to the clinical dress code as outlined in the student handbook for all simulated patient encounters.
12. Only closed-toe shoes may be worn, regardless of discipline.
13. Participants are responsible for bringing a stethoscope to all simulation-based experiences, as appropriate for their respective discipline.
14. A visible school or work ID badge is required at all times.

Violations of the Code of Conduct are handled at the discretion of the Director of Clinical Simulation and Skills or designee. All persons using the EAGLES Center will be required to sign the **Code of Conduct** (see appendix A).

## CONFIDENTIALITY

In order to preserve the integrity of the cases used in the EAGLES Center, and to provide an equitable learning experience for every participant, all persons using the EAGLES Center will be required to sign and adhere to the guidelines outlined in the **Professional Integrity and Confidentiality for Simulated Clinical Experiences** agreement (see Appendix B). Nursing students will sign the **Professional Integrity and Confidentiality for Simulation Clinical Experiences – Student Version** (see Appendix C).

Facilitators, faculty, and staff should only share details of participant simulation performances with those who need to know for the purposes of academic support or remediation.

Faculty, staff, facilitators, and participants should not place any comments, updates, tweets, pictures, or videos concerning their role, the case, or participant performance on any form of Social Media. To do so is a breach of the Professional Integrity and Confidentiality for Simulation Clinical Experiences agreement.

The use of unauthorized cameras and personal recording devices (such as smartphones and tablets) by faculty, staff, facilitators, or participants is prohibited as outlined in the Video Recording policy (see pp.13-14).

The Director of Clinical Simulation and Skills or designated proxy must approve all non-participant simulation observers prior to the event.

## ROLE EXPECTATIONS

<b>Participant</b>	<b>Simulation Facilitator</b>	<b>EAGLES Faculty/Staff</b>
<b>Prior to the Simulated Experience</b>		
Review and sign the EAGLES Center Code of Conduct.	Review and sign the EAGLES Center Code of Conduct.	Review equipment/supply needs for the session.
Complete any assigned pre-work.	Review all course materials, including Simulation Scenario Design Template, prior to the session.	Ensure proper set-up for the session, including correct amount of supplies for anticipated number of participants.
<b>For the Simulated Experience</b>		
Be on time for your scheduled session.	Arrive 30 minutes prior to the scheduled session you are facilitating.	Arrive 30 minutes prior to the scheduled session you are supporting.
Be willing to suspend your disbelief and treat the simulation as if it were a real-life encounter.	Inspect the set-up for the session to ensure appropriate equipment is in place in order to support the participants' suspension of disbelief.	Ensure equipment is in place, turned on, and ready to go to support the participants' suspension of disbelief.
Be fully engaged throughout the simulated experience (including pre-brief, the simulation scenario, and debrief).	Be fully engaged throughout the simulated experience (including pre-brief, the simulation scenario, and debrief; or as assigned).	Support implementation of the session as assigned. Support may include flipping rooms between groups, facilitating participants as outlined in the scenario, running manikins, and other duties as assigned.
Be respectful of all learners, staff, and faculty.	Be respectful of all participants, staff, and faculty.	Be respectful of all participants, staff, and faculty.
Adhere to the dress code as stated in the Code of Conduct.	Wear professional attire per university or your respective health system dress code.	Wear professional attire per university dress code.
Maintain confidentiality regarding the session as stated in the Professional Integrity and Confidentiality for Simulated Clinical Experiences agreement.	Maintain confidentiality regarding the session as stated in the Professional Integrity and Confidentiality for Simulated Clinical Experiences agreement.	Maintain confidentiality regarding the session as stated in the Professional Integrity and Confidentiality for Simulated Clinical Experiences agreement.
Complete evaluations at the conclusion of the session, if applicable.	Complete evaluations at the conclusion of the session, if applicable.	Complete evaluations at the conclusion of the session, if applicable.

## SCHEDULING

1. Auburn University School of Nursing students will have priority for all educational/performance assessment sessions.
2. When conflicts arise in scheduling, the EAGLES Center staff will work with users to accommodate the specific needs of all parties.
3. The EAGLES Center adheres to the university policy regarding extreme weather events. Cancellation of campus activities due to weather will result in the cancellation of EAGLES Center activities for the day.
4. The EAGLES Center staff must be notified if any scheduled event will be canceled at least 48 hours prior.
5. Violation of the cancellation policy will be handled at the discretion of the Director of Clinical Simulation and Skills.
6. To ensure fair and equitable allocation of EAGLES Center resources (including faculty, staff, space, supplies, equipment, manikins, and simulators), all users must submit an email detailing the requested resources to:
  - a. Karol Renfroe, [kcr004@auburn.edu](mailto:kcr004@auburn.edu) – Skills lab needs
  - b. Tiffani Chidume, [tlc0045@auburn.edu](mailto:tlc0045@auburn.edu) – Simulation needs
    - i. Those requesting a new simulation or simulation requiring substantial revision should also submit the **Simulation Request Form** (see appendix D).
7. Please adhere to the following timeline for requests in order to allow EAGLES Center faculty and staff adequate time to prepare for your learning experience:

Learning Activity	Use of Equipment	Deadline for Request
Classroom Lecture	“Show and Tell”	2 weeks prior to event
Simulation in the Classroom/Skills Lab - Simple	Interact with manikin or patient software ( <i>no programming or scenario development required</i> )	2 weeks prior to event
Simulation in the Classroom/Skills Lab - Complex	Interact with manikin or patient software ( <i>programming or scenario development required</i> )	2 months prior to the event
Simulated Clinical Immersion		One semester prior to implementation

8. For internal requests that require immediate assistance, please contact EAGLES Center faculty and staff.
9. Room reservations for the following can be scheduled by emailing [eaglessimcenter@auburn.edu](mailto:eaglessimcenter@auburn.edu):
  - a. Pre-brief rooms
  - b. Debrief rooms
  - c. Simulation suite rooms
  - d. Skills labs
  - e. Open lab
  - f. Second floor study rooms

## VIDEO RECORDING

### VIDEO RECORDING

All simulation cases and interactions may be recorded using the EAGLES Center audio-visual capture system. The use of unauthorized cameras and personal recording devices (such as smartphones and tablets) by faculty, staff, and students is prohibited. Recordings should be used only for the purposes outlined in this policy.

Recordings are to be used for the following purposes:

- a. Debriefing
- b. Student assessment
- c. Instructor education and evaluation
- d. EAGLES Center quality assurance and improvement
- e. IRB approved research projects with participant consent

### VIDEO RECORDING AND PHOTOGRAPHY RELEASE

Video recording is considered a necessary part of the educational process, similar to attending required learning activities, labs, or examinations. Simulation participants are required to sign the **EAGLES Center Consent for Audio-Visual Capture** form (see appendix E) before participating in the simulation-based experience.

Due to the sensitivity and nature of learning and university firewalls, off-campus viewing is not allowed by learners. Learners will be provided access to their video only when required as part of a course activity. Faculty may view videos off-campus through VPN capabilities. All video recordings are protected with the SimView system; therefore, passwords are required to view videos once access is granted. Only the Simulation Operations Specialist may grant access.

### DATA RETENTION

All audio and visual recordings of EAGLES Center activities will be stored and managed by the Simulation Operations Specialist in the SimView system. Audio and visual recordings for educational purposes (i.e., debriefing, instructor education and evaluation, EAGLES Center quality assurance and improvement) are automatically deleted from the SimView system after 14 days unless archived for IRB-approved projects or student records. Audio and visual recordings used for the purpose of student assessment are subject to Auburn University Faculty Handbook, section 4.2.5, which states, “Final examinations or similar evaluative material that has not been returned by faculty members should be retained by faculty members until the first day of the third semester after the final grade has been assigned.”

Faculty or staff who need to create a permanent record of an audio or visual recording for educational purposes should submit a request to the Simulation Operations Specialist. The Director of Clinical Simulation and Skills will review all requests and, if granted, the Simulation Operations Specialist will download the recording onto a secured shared drive and then delete it from the SimView System. Faculty assume responsibility for downloaded recordings and must abide by the EAGLES Center Consent for Audio-Visual Capture completed by EAGLES Center participants and, if applicable, stipulations outlined by the IRB.

## **IRB APPROVED RESEARCH PROJECTS**

Research projects conducted in the EAGLES Center may require the use of audio and visual recordings in two ways:

- a. Using existing video recordings as a data source
- b. Creating video recordings specifically for a research project

The Principal Investigator (PI) will determine the research protocol and be responsible for research-related activities. When determining the research protocol for data collection, the PI must collaborate with the Director of Clinical Simulation and Skills or designee to ensure: (1) the research project aligns with the EAGLES Center mission, (2) the required resources for equipment and personnel are available within the EAGLES Center, and (3) the research protocol adheres to Auburn University and EAGLES Center policies for data security. Further, in accordance with federal and institutional regulations, any research project conducted in the EAGLES Center must be approved by the Auburn University Institutional Review Board (IRB) prior to project implementation.

Video recordings acquired for IRB-approved research purposes will be released to the PI in accordance with the research protocol. Once the PI has custody of the recordings, the EAGLES Center no longer assumes responsibility for their secure storage or retention, and the recordings will be deleted from the SimView System unless otherwise noted by the research protocol.

## SIMULATION – FACILITATORS/FACULTY

### SIMULATION HOURS TO CLINICAL HOURS RATIO

For the traditional undergraduate nursing student, each 1 hour of simulation equals 2 hours of clinical time, for a 1:2 ratio, as outlined in the Clinical Simulation Policy within the AUSON Faculty Handbook, Article VII, p.31. The course faculty member may designate the allotted equivalent in their syllabus and inform the students accordingly.

External users of the EAGLES Center should refer to their disciplinary guidelines regarding the use of simulation-based experiences to replace clinical hours.

### SIMULATION EDUCATOR ORIENTATION AND TRAINING

New EAGLES Center facilitators, faculty, and staff are oriented to simulation and the environment as guided by the **EAGLES Center Orientation Checklist** (see appendix F). All simulation facilitators must complete onsite orientation to the EAGLES Center prior to participating in the scheduled activity.

### COURSE DEVELOPMENT

The EAGLES Center simulation faculty and staff work as a team to ensure the Healthcare Simulation Standards of Best Practice™ (HSSOBP™) are upheld. The EAGLES Center faculty will assist all users in designing, implementing, and evaluating simulation-based experiences for participants according to the HSSOBP™.

To develop a simulation with the EAGLES Center, please adhere to the following procedure:

1. Complete the **Simulation Request Form**. This form can be found in Appendix D or requested by emailing Tiffani Chidume at [tlc0045@auburn.edu](mailto:tlc0045@auburn.edu).
2. An initial screening of your completed form will be conducted within 5 business days.
3. Following the initial screening, you will be contacted by the EAGLES Center Coordinator to collaboratively develop the educational activity.
4. The AUSON **Simulation Design Template** (see Appendix G) will be used to guide all case and scenario development.
5. A rehearsal of all simulation-based activities is required at least *1 week prior* to the scheduled activity. Modification of the rehearsal schedule is at the discretion of the course faculty, EAGLES Center and NRC Coordinators.
6. Debriefing is a requirement for each scenario and will be developed in coordination between the EAGLES Center faculty/staff and the requesting simulation facilitator.

## TECHNOLOGY

### SIMULATION EQUIPMENT

EAGLES Center equipment is the property of Auburn University and should be treated as such. The following equipment is available in the EAGLES Center:

Simulator	Quantity
Laerdal SimMan 3G	2
Laerdal SimMan Essential	2
Laerdal SimJunior	2
Laerdal SimBaby	4
Laerdal SimNewB	2
Laerdal Nursing Anne	9
Laerdal Nursing Kelly	10
Laerdal Nursing Junior	2
Laerdal Nursing Baby	2

#### Task Trainers:

- Laerdal Virtual IV/Phlebotomy devices
- Lecats Ventriloscope
- IM injection trainers
- Sub Q injection trainers
- Chester Chest central lines models
- IV training arms
- Trach care torso models
- Seymour Butts pressure ulcer model
- Female and male catheterization torsos
- “Mr. Chin” heart and lung sounds trainer
- CPR training torsos
- Heimlich demonstration dolls
- Breast exam models
- Female pelvic models
- Male testicular models
- Male prostate exam models

Email [eaglessimcenter@auburn.edu](mailto:eaglessimcenter@auburn.edu) for more information.



## **EQUIPMENT MAINTENANCE AND STORAGE**

Proper maintenance of all equipment is essential to the operations of the EAGLES Center. The Simulation Operations Specialist is responsible for ensuring that preventative maintenance is completed for all task trainers and simulators. Manufacturer recommendations for proper care should be followed for every use.

Routine maintenance will be performed by EAGLES Center faculty or staff as assigned.

## **SIMULATED MEDICATION AND EQUIPMENT**

All simulation equipment is for non-clinical use only. No supplies or equipment will be used for diagnostic purposes or actual patient care. Items that are procured or donated to the EAGLES Center will be processed by the Nursing Lab Staff, during which time they will be labeled “Not for human use, Education only.”

Authentic medications are not permissible in the EAGLES Center. Only simulated medications may be used. All simulated medications should be clearly labeled “Not for human use, Education only.” Simulated medications may be purchased by a vendor or created in the EAGLES Center by the EAGLES Center faculty or staff.

Sharps stored in the EAGLES Center are accessed only by the EAGLES Center faculty and staff and are locked and/or placed in a secure area when not in use. All sharps must be disposed of properly in the identified sharps containers located throughout the EAGLES Center.

## SAFETY

### PHYSICAL AND PSYCHOLOGICAL SAFETY

The EAGLES Center is committed to providing a safe and healthy environment for all participants, standardized patients, facilitators, and EAGLES Center faculty and staff, where all individuals feel physically and psychologically safe to make decisions, take actions, and interact in the simulation. Because the nature of simulation can pose physical and/or psychological risks to participants, facilitators are expected to follow appropriate procedures and best practices to ensure the participants are as safe, both physically and psychologically, as possible.

1. All users of the EAGLES Center should act in accordance with the Auburn University Campus safety policies, which can be found here:  
[www.auburn.edu/administration/campus-safety/resources.html](http://www.auburn.edu/administration/campus-safety/resources.html)
2. Facilitators are responsible for conducting an effective prebrief, which includes at a minimum, the following elements:
  - a. Describe the basic assumption
  - b. Encourage participants to suspend disbelief.
  - c. Ensure participants are aware of educational objectives.
  - d. Ensure participants are aware of confidentiality and media capture policies.
  - e. Encourage participants to use respectful communication and mutual support.
  - f. Properly orient participants to the simulation environment.
3. In the event that an individual becomes uncomfortable or threatened by the simulation, the facilitator or EAGLES Center faculty will determine the appropriate course of action, including whether to continue or stop the simulation.
4. In the event that an individual's physical or psychological safety is compromised:
  - a. The facilitator or EAGLES Center faculty or staff will terminate the simulation.
  - b. If warranted, the emergency medical response system should be activated.
  - c. If warranted, the participant's emotional reaction to the simulation should be discussed in a private setting.
  - d. The Director of Clinical Simulation and Skills or designee should be notified.
  - e. Facilitators, EAGLES Center faculty, or the Director of Clinical Simulation and Skills will be responsible for following up with the individual, as appropriate.
5. Hand hygiene and sharps safety, as described by the Centers for Disease Control's Standard Precautions, should always be practiced. At the discretion of the facilitator or EAGLES Center faculty, participants may be required to practice additional standard precautions.
6. Any participants with known latex allergies should disclose to the facilitator. When this occurs, the facilitator should work with EAGLES Center staff to ensure there is no risk of latex exposure.
7. Any AUSON student that incurs a physical injury should follow the guidelines for evaluation outlined in the AUSON Student Handbook.
8. Any AUSON faculty or staff that incurs a physical injury may complete an On-The-Job-Injury incident report through the Risk Management and Safety website  
<https://cws.auburn.edu/rms/pm/claims>.
9. Any non-AUSON participant that incurs a physical injury should inquire with their primary organization/employer for direction.
10. Any AUSON or non-AUSON participant that incurs a psychological injury may be referred to the Auburn University Medical Clinic, the Auburn University Student Counseling and Psychological Services, their primary organization/employer for referral to a behavioral health assistance program, or other resources as determined by the primary organization/employer.

## STANDARDIZED PATIENTS

### STANDARDIZED/SIMULATED PATIENT DEFINITIONS

The terms standardized patient and simulated patient (SP) are often used interchangeably and refer to a person trained to portray a patient in realistic and repeatable ways. SPs interact with participants in experiential education and assessment contexts. SPs can also provide feedback on participant performance from the perspective of the person they portray.

### USE OF SPs WITHIN THE SON

A SP is part of the educational team, focused on fulfilling the learning objectives of a simulation activity in service to learners. The role of SPs may extend into the classroom, interprofessional education opportunities, clinical examinations, or other learning scenarios.

### RESPONSIBILITIES/EXPECTATIONS OF THE SP

Please refer to the Standardized Patient (SP) Handbook. To request a copy of the SP Handbook, please email [eaglessimcenter@auburn.edu](mailto:eaglessimcenter@auburn.edu).

## APPENDIX A

### CODE OF CONDUCT

**The Code of Conduct is intended to give all users of the EAGLES Center, including participants, standardized patients, faculty, staff, and external users, guidelines for conducting themselves in order to maintain a safe and productive environment. The Code of Conduct is provided to all participants, standardized patients, faculty, staff and external users during their orientation to simulation.**

1. All users must act in a manner that does not disturb the academic activities occurring in the center.
2. Disrespect toward participants, faculty, staff, the space, and its resources will not be tolerated.
3. All users are expected to be prepared for simulation activities.
  - a. All pre-activity work assigned to participants should be completed PRIOR to the scheduled simulation activity.
4. The EAGLES Center is a shared space. As such, users are expected to clean up after themselves.
  - a. Simulation bays, control rooms, and debriefing rooms should be cleared of all supplies, papers, and equipment that are not part of the standard room set up by the end of each day.
  - b. All consumable supplies that can be reused should be left neatly where they were set up.
  - c. Garbage should be thrown away.
5. Any damage to equipment or operating problems should be reported to the EAGLES Center staff immediately.
6. NEVER use ink pens, felt-tipped markers, iodine, or betadine near the manikins or task trainers. These items will PERMANENTLY stain the equipment.
7. Do not use equipment for any purpose other than specified.
8. Food and drink are not permitted in the manikin/patient bays, procedure training rooms, or OSCE rooms.
9. Drinks with securely fastened lids are permitted in the control rooms and all areas not previously mentioned.
10. All spills must be reported immediately to the EAGLES Center staff.
11. Learners and simulation facilitators will adhere to the clinical dress code outlined by their respective discipline.
  - a. Nursing students will adhere to the clinical dress code as outlined in the student handbook for all simulated patient encounters.
12. Only closed-toe shoes may be worn, regardless of discipline.
13. Participants are responsible for bringing a stethoscope to all simulation-based experiences, as appropriate for their respective discipline.
14. A visible school or work ID badge is required at all times.

Violations of the Code of Conduct are handled at the discretion of the Director of Clinical Simulation and Skills or designee.

I have read and agree to adhere to the Code of Conduct as outlined above.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX B

### Auburn University School of Nursing Professional Integrity and Confidentiality for Simulated Experiences

Professional integrity including confidentiality of the performances, scenario content, and experience is expected to be upheld. Professional integrity is expected for all components and participants in the simulation environment. Failure of the participants to maintain professional integrity related to simulation could undermine the benefits of the simulated clinical experience. Privileged information of any kind can bias an individual's performance and interfere with the group's dynamics thereby interfering with learning outcomes. Sharing of events and individual performances occurring during the simulation sessions with those not involved in the event may decrease the safe environment of the simulation setting. Sharing of events and correct action in the simulation with those not involved in the event may negatively alter future participants learning outcomes.

I, \_\_\_\_\_, promise to adhere to the Auburn  
(Print Name)

University School of Nursing Professional Integrity and Confidentiality for Simulated Clinical Experiences statement. I will not provide or share any information after completion of a simulated clinical experience, ask for information about the simulated clinical experience prior to participating in a simulated clinical experience, and/or provide any cues or hints to other learners until all learners have participated in the simulation experience. I will not discuss any aspect of the learning experience with anyone except faculty or staff directly responsible for the simulated event. I will not place any comments, updates, tweets, pictures, or videos concerning my role, the case, or student performance on any form of Social Media.

By signing my name below, I certify that I have read, understood, and agree to adhere to the AUSON Professional Integrity and Confidentiality for Simulated Experiences agreement. A breach of this agreement will be handled at the discretion of the administrative designees of AUSON and the organization involved.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Course

\_\_\_\_\_  
Witness Signature

APPENDIX C

Auburn University School of Nursing  
Professional Integrity and Confidentiality for Simulated Experiences  
Student Version

Professional integrity including confidentiality of the performances, scenario content, and experience is expected to be upheld. Professional integrity is expected for all components and participants in the simulation environment. Failure of the participants to maintain professional integrity related to simulation could undermine the benefits of the simulated clinical experience. Privileged information of any kind can bias an individual’s performance and interfere with the group’s dynamics thereby interfering with learning outcomes. Sharing of events and individual performances occurring during the simulation sessions with those not involved in the event may decrease the safe environment of the simulation setting. Sharing of events and correct action in the simulation with those not involved in the event may negatively alter future participants learning outcomes. Failure to comply with this is an act of academic dishonesty. Please refer to the Student eHandbook and the academic dishonesty section of the course syllabus.

I, \_\_\_\_\_, promise to adhere to the Auburn  
(Print Name)

University School of Nursing Professional Integrity and Confidentiality for Simulated Clinical Experiences statement. I will not provide or share any information after completion of a simulated clinical experience, ask for information about the simulated clinical experience prior to participating in a simulated clinical experience, and/or provide any cues or hints to other learners until all learners have participated in the simulation experience. Failure to comply with this, is an act of academic dishonesty. Auburn University Academic Dishonesty Policy will be followed, refer to the Student eHandbook for details.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Course

\_\_\_\_\_  
Witness Signature

## APPENDIX D

### Simulation Request Form

Simulation Request Form	
Date Request Submitted	
Date Activity is Needed	
Activity Title	
Person Requesting Activity	
Phone Number	
Email Address	
Course	
Level of Learners	
Number of Learners	
Needs Assessment <ul style="list-style-type: none"> <li>Provide evidence for why this is an important concept for your students to have as a simulated learning experience. For example: low test scores or HESI scores, lack of clinical experiences available, direct observation in clinical, etc.</li> </ul>	
Learning Objectives <ul style="list-style-type: none"> <li>What is the primary concept you want your students to learn?</li> <li>With this in mind, please provide <i>no more than</i> three SMART (specific, measurable, achievable, realistic, and time-bound) learning objectives.</li> </ul>	
General Scenario Outline <ul style="list-style-type: none"> <li>Please include demographic information and a brief sketch of scenario progression.</li> <li>Also include any psychomotor skills you want the learners to perform during the scenario.</li> </ul>	
Measurable Outcomes <ul style="list-style-type: none"> <li>What are the measurable actions that will allow you to determine whether or not students met the objectives?</li> </ul>	

## APPENDIX E

### **EAGLES Center Consent for Audio-Visual Capture**

By signing this Audio-visual capture consent, I do hereby agree and authorize Auburn University School of Nursing, through its EAGLES Center Simulation Program and all respective employees, agents, officers and trustees, to photograph, video record, and/or audio record, by direct transmission or reproduction, my participation in EAGLES Center activities. My consent gives AUSON the right to use any recordings, including but not limited to photos, video, or audio recordings of me, for the purposes of debriefing, student evaluation, instructor education and evaluation, and quality assurance and improvement. I understand and agree to the conditions outlined above and I am fully aware of the contents of this Consent.

---

Signature of Participant

---

Date

---

Printed Name of Participant

---

Department or Academic Program



## APPENDIX F

### EAGLES Center Orientation Checklist

Name \_\_\_\_\_

Date of Orientation \_\_\_\_\_

1. EAGLES Center
  - a. Mission, Vision, and Strategic Plan
  - b. Organizational Chart
  - c. Ethical Standards
    - i. Healthcare Simulationist Code of Ethics
  - d. Policies and Procedures
    - i. Explanation of Terms
    - ii. Administrative Policies and Procedures
    - iii. Operations
    - iv. Simulation Educators/Faculty
    - v. Technology
    - vi. Safety
    - vii. Standardized Patients
    - viii. Appendices
      1. Sign and Return **Code of Conduct**
      2. Sign and Return **Professional Integrity and Confidentiality for Simulated Clinical Experiences**
2. Modules
  - a. Go to <https://collaborate.uw.edu/e-learning/simulation/>
  - b. Create a free account and complete modules Sim 101-Sim 104.
    - i. Print the post-test score for each module.

APPENDIX G

AUSON Simulation

Patient:  
Scenario:  
Simulation Course Title:

Purpose:

Date:	File Name:
Discipline:	Student Level:
Expected Time:	Location:
Pre-brief:	Pre-brief:
Scenario:	Scenario:
Debrief:	Debrief:
Pilot:	Author(s):
Result of Pilot:	

Needs Assessment

Support for Scenario:  
.....

# AUSON Simulation

Patient:  
Scenario:  
Simulation Course Title:

Admission Date: | Today's Date:

## Brief Description of Client

**Name:**

**Gender:**   **Age:**   **Race:**   **Weight:**   **Height:**

**Religion:**

**Major Support:**                      **Support Phone:**

**Allergies:**                      **Immunizations:**

**Primary Care Provider/Team:**

**Past Medical History:**

**History of Present Illness:**

**Social History:**

**Primary Medical Diagnosis:**

**Surgeries/Procedures & Dates:**

**Nursing Diagnoses:**

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Participant Preparation

### Psychomotor Skills Required Prior to Simulation:

---

1.

### Cognitive Activities Required Prior to Simulation:

[i.e. independent reading (R), video review (V), computer simulations (CS), lecture (L)]

---

1.

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Simulation Learning Objectives

### General Course Objectives:

---

At the conclusion of this course, students will be able to:

- 1.

### Simulation Scenario Objectives:

---

Upon completion of the simulation, the student will be able to:

- 1.

## AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

### **References, Evidence-Based Practice Guidelines, Protocols, or Algorithms Used for This Scenario:**

1.

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Fidelity

(choose all that apply to this simulation)

### Setting/Environment:

- ☐ ER
- ☐ Med-Surg
- ☐ Peds
- ☐ ICU
- ☐ OR / PACU
- ☐ Women's Center
- ☐ Behavioral Health
- ☐ Home Health
- ☐ Pre-Hospital
- ☐ Other:

### Simulator Manikin/s Needed:

### Props:

### Equipment Attached to Manikin:

- ☐ IV tubing with primary line fluids running at ☐ mL/hr
- ☐ Secondary IV line running at ☐ mL/hr
- ☐ IV pump
- ☐ Foley catheter ☐ mL output
- ☐ PCA pump running
- ☐ IVPB with running at ☐ mL/hr
- ☐ O2 ☐
- ☐ Monitor attached
- ☐ ID band
- ☐ Other:

### Equipment Available in Room:

- ☐ Bedpan/Urinal
- ☐ Foley kit
- ☐ Straight Catheter Kit
- ☐ Incentive Spirometer
- ☐ Fluids
- ☐ IV start kit
- ☐ IV tubing

### Medications and Fluids: (see chart)

- ☐ IV Fluids
- ☐ Oral Meds
- ☐ IVPB
- ☐ IV Push
- ☐ IM or SC

### Diagnostics Available: (see chart)

- ☐ Labs
- ☐ X-rays (Images)
- ☐ 12-Lead EKG
- ☐ Other: Echocardiogram

### Documentation Forms:

- ☐ Provider Orders
- ☐ Admit Orders
- ☐ Flow sheet
- ☐ Medication Administration Record
- ☐ Graphic Record
- ☐ Shift Assessment
- ☐ Triage Forms
- ☐ Code Record
- ☐ Anesthesia / PACU Record
- ☐ Standing (Protocol) Orders
- ☐ Transfer Orders
- ☐ Other:

### Recommended Mode for Simulation:

(i.e. manual, programmed, etc.)

### Student Information Needed Prior to Scenario:

- ☐ Has been oriented to simulator
- ☐ Understands guidelines /expectations for scenario
- ☐ Has accomplished all pre-simulation requirements

<input type="checkbox"/> IVPB Tubing <input type="checkbox"/> IV Pump <input type="checkbox"/> Feeding Pump <input type="checkbox"/> Pressure Bag <input type="checkbox"/> O2 delivery device (type) <input type="checkbox"/> Crash cart with airway devices and emergency medications <input type="checkbox"/> Defibrillator/Pacer <input type="checkbox"/> Suction <input type="checkbox"/> Other:	<input type="checkbox"/> All participants understand their assigned roles <input type="checkbox"/> Has been given time frame expectations <input type="checkbox"/> Other:
<b>Items to include:</b>	
<b>Roles/Guidelines for Roles:</b>	<b>Important Information Related to Roles:</b>
<input type="checkbox"/> Primary Nurse <input type="checkbox"/> Secondary Nurse <input type="checkbox"/> Clinical Instructor <input type="checkbox"/> Family Member #1 <input type="checkbox"/> Family Member #2 <input type="checkbox"/> Observer/s <input type="checkbox"/> Recorder <input type="checkbox"/> Physician/Advanced Practice Nurse <input type="checkbox"/> Respiratory Therapy <input type="checkbox"/> Anesthesia <input type="checkbox"/> Pharmacy <input type="checkbox"/> Lab <input type="checkbox"/> Imaging <input type="checkbox"/> Social Services <input type="checkbox"/> Clergy <input type="checkbox"/> Unlicensed Assistive Personnel <input type="checkbox"/> Code Team <input type="checkbox"/> Other:	



## AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

### Pre-Brief

#### Identify Expectations for the Learner and Facilitator:

##### **Facilitative Approach (method of facilitation):**

Specific to the Healthcare Simulation Standards of Best Practice: Facilitation

##### **Review the Basic Assumption:**

We believe everyone participating in activities in the EAGLES Center is intelligent, well-trained, cares about doing their best, and wants to improve.

##### **Establish ground rules:**

We acknowledge that simulation can be intimidating. However, we expect you to take the entire simulation seriously. You are expected to demonstrate the same level of professionalism today as you would at your patient's bedside in the hospital or community setting.

##### **Establish a fiction contract:**

We acknowledge that the simulated environment has limitations. We have done the best to our ability and within reason to make the environment as realistic as possible. In a moment we will discuss those limitations and how we can work past them to achieve our objectives and have a successful simulation. We are asking you to meet us halfway and choose to treat this scenario as if it were real. To a degree, your ability to achieve the intended objectives today depends on your willingness to engage in the scenario.

##### **Media Policy Reminder (if recording)**

As a reminder, you signed the EAGLES Center Consent for Audio-visual Capture form. We will be recording today's session for the purpose of debriefing/student evaluation/instructor evaluation/quality assurance and improvement.

##### **Orientation to:**

1. **Space:**
2. **Equipment:**
3. **Simulator:**
4. **Method of evaluation:** The method of evaluation today is formative, meaning that today's experience is part of your learning process. You will not receive a letter grade for this simulation, but you are held to the same standards as those in clinical. If you are prepared and engaged, you should be able to achieve the intended objectives for today.
5. **Roles:**
6. **Time allotment:**
7. **Objectives:**
8. **Patient Situation:** See report.
9. **Limitations:**
10. **Questions from learners:** are there any questions before you receive report on your patient?

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Pre-Brief (cont.)

### Report Students Will Receive Before Simulation

#### Time of Report:

Report for Students:
<p><b>HPI:</b></p> <p><b>PMH:</b></p> <p><b>Allergies:</b></p> <p><b>Home Medications:</b></p> <p><b>Physical Assessment:</b></p> <ul style="list-style-type: none"> <li>• VS: BP, P, RR, O2, Temp</li> <li>• Pain:</li> <li>• IV/Lines:</li> <li>• AAOx</li> <li>• Heart</li> <li>• BBS</li> <li>• Bowel sounds x</li> <li>• Skin</li> </ul> <p><b>Plan:</b></p>

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Clinical Scenario

### Scenario Progression Outline

Timing (approx.)	Manikin Vital Signs	Manikin/SP Actions and Vocalizations	Expected Interventions	May Use the Following Cues
0-5 min	HR: BP: O2: RR: Temp: Skin:			<b>Role member providing cue:</b>  <b>Cue:</b>
5-10 min	HR: BP: O2: RR: Temp: Skin:			<b>Role member providing cue:</b>  <b>Cue:</b>
10-15 min	HR: BP: O2: RR: Temp: Skin:			<b>Role member providing cue:</b>  <b>Cue:</b>

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Debriefing

### Guided Reflection Questions for This Simulation

(Remember to identify important concepts or curricular threads that are specific to your program)

1. **Reactions:** Clear the air. Let students express their emotions so that you can move past the emotion and on to learning.
  - a. How do you feel?
  - b. Give me one word to sum up your emotions after that experience.
2. **Facts:** Clarify the facts of the simulation in order to avoid wasting debriefing time debating what was going on with the patient. This should be brief, just a few sentences.
  - a.
3. **Preview:** Give an outline of what you will cover in debriefing. This should tie back into your stated learning objectives given during pre-brief.
  - a. Let's look back at our learning objectives:
    - i. Upon completion of the simulation, the student will be able to:
      - 1.
      - 2.
      - 3.
  - b. With these in mind, let's explore your experience and discuss how everything went.
4. **Understand & Explore:** Explore students' thinking behind their decision making. Remember, there is a reason they made a certain decision. Try to understand and explore their thought process in order to correct areas that need correcting.
  - a. Sample questions:
    - i. What worked well for you?
    - ii. Describe the objectives you were able to achieve.
      1. (Often, students seem to be hard on themselves and are not as apt to see what they did well/what objectives they achieved. This is an area to use personal observation and advocacy/inquiry to dive deeper into their decisions.)
    - iii. If you were to do this again, how could you have handled the situation differently?
      1. (As the student explains where they perceive their knowledge gap to be, the facilitator is better able to identify the student agenda and determine how to ensure both the student and group agenda (learning objectives) are addressed).
    - iv. Did you feel you had the knowledge and skills necessary to meet the objectives?
    - v. What did the team feel was the priority nursing diagnosis?
    - vi. What were the key assessments or interventions?
      1. (If assessments or interventions were missed, use advocacy/inquiry statements to address those items specifically and correct what needs to be corrected.)
    - vii. What will you take from today and incorporate into your clinical practice?
    - viii. Is there anything else you would like to discuss?

## AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

### Post Scenario Learning Activity/Evaluation

#### Learning Activity

---

#### Post Scenario Evaluation

---

**Evaluation of the participants:**

**Evaluation of the Facilitator:**

**Evaluation of the Simulation Based Experience:**

## AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

### Complexity – Simple to Complex

Suggestions for Changing the Complexity of This Scenario to Adapt to Different Levels of Learners

---

1.

## AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

### 2019 NCLEX-RN Test Plan Categories and Subcategories (cont.)

Choose all areas addressed in the simulation

---

#### Psychosocial Integrity

- Abuse/Neglect
- Behavioral Interventions
- Substance Use and Other Disorders and Dependencies
- Coping Mechanisms
- Crisis Intervention
- Cultural Awareness/Cultural Influences On Health
- End of Life Care
- Family Dynamics
- Grief and Loss
- Mental Health Concepts
- Religious & Spiritual Influences on Health
- Sensory/Perceptual Alterations
- Stress Management
- Support Systems
- Therapeutic Communications
- Therapeutic Environment

#### Physiological Integrity

##### Basic Care and Comfort

- Assistive Devices
- Elimination
- Mobility/Immobility
- Non-Pharmacological Comfort Interventions
- Nutrition and Oral Hydration
- Personal Hygiene
- Rest and Sleep

##### Pharmacological and Parenteral Therapies

- Adverse Effects/Contraindications/Side Effects/Interactions
- Blood and Blood Products
- Central Venous Access Devices
- Dosage Calculation
- Expected Effects/Outcomes
- Medication Administration
- Parenteral/Intravenous Therapies
- Pharmacological Pain Management
- Total Parenteral Nutrition (TPN)

##### Reduction of Risk Potential

- Changes/Abnormalities in Vital Signs
- Diagnostic Tests
- Lab Values
- Potential for Alterations in Body Systems
- Potential for Complications of Diagnostic Tests/Treatments/Procedures
- Potential for Complications from Surgical Procedures and Health Alterations
- System Specific Assessments
- Therapeutic Procedures

#### Physiological Adaptation

- Alterations in Body Systems
- Fluid and Electrolyte Imbalances
- Hemodynamics
- Illness Management
- Medical Emergencies
- Pathophysiology
- Unexpected Response to Therapies

# AUSON Simulation

Patient:

Scenario:

Simulation Course Title:

## Appendix A

Script

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