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I. SIMULATION RESOURCE CENTER (SRC) STUDENT INFORMATION

A. General Information

1. Psychomotor Skills

Psychomotor skills experiences vary based on the corresponding course. The initial experience is a one-hour introduction to the skill followed by hands-on practice. This initial experience will consist of a small review of complex content only and requires the student to complete all preparatory work as listed below. The remaining two psychomotor skills experiences are one-hour self-guided practice sessions. Students are required to complete all three psychomotor skill practice experiences prior to completing the High-stakes skills evaluation.

2. Clinical Scenario Experiences

Clinical scenarios are the context for simulation. The clinical scenarios are each associated with a nursing course. The learning objectives and content are developed from the course content to reinforce information learned and prepare for hospital clinical experiences. The complexity and length of scenarios is dependent on course objectives. Clinical scenario experiences are integrated with psychomotor skills and meant to be interactive. The expectation is for students to review skills checklists and videos prior to their simulated experience in order to perform skills competently.

Debriefing will follow each simulated experience. Length may vary. The debriefing period led by a facilitator to encourage reflection of the clinical scenario. This period is a period for students to explore nursing interventions performed during the simulation. The purpose is for student to critically think and transfer this learning to new situations.

B. Expected Professional Behaviors

Professional Behaviors that are an expectation of all nursing students include but are not limited to the following:

1. Communicate relevant information to faculty regarding scheduling, questions, conflicts, or any issues that interfere with completing simulated clinical experiences. Students must communicate conflicts as soon as the conflicts are recognized or within 72 hours of the simulated learning experience.

2. Remain dependable and accountable for own actions at all times.

3. Share factors that foster or inhibit learning with the faculty.

4. Inform the faculty member of all relevant concerns that may arise.
5. Be adequately prepared for the simulated learning experiences. (Previewing lab videos, completing readings, completing preparatory work and practicing with equipment/skills as instructed).

6. Arrive at the simulation resource center on time with required supplies.

7. Report absence/tardiness in a timely and appropriate manner.

8. Report illnesses up to two hours prior to the simulated learning experience.

9. Complete simulated learning experiences within the specified time frame.

10. Remain professional in appearance and demeanor in the simulation laboratory while also adhering to the School of Nursing Dress Code.

11. Refrain from using simulation resource center time and/or agency resources for personal use.

12. Refrain from using personal cell phones, text, instant messaging or game playing while in the simulation laboratory. Cell phone should be placed in a locker or in student’s belongings.

13. Register for only one lab appointment for each simulated learning experience.

C. **Student Behaviors Warranting Removal from the SRC**

Student behaviors that are unprofessional, unethical, or unsafe, warrant student removal from the simulation resource center. These behaviors include but are not limited to:

1. Participation in simulated learning experiences under the influence of drugs and/or alcohol.

2. Unprepared for simulated learning experiences.

3. Arriving late for simulation laboratory experiences without permission of the instructor prior to the simulated learning experience.

4. Multiple appointments for simulated learning experiences. Missed appointments will be considered a missed lab time.

5. Failing to complete required simulated learning experiences within the specified time frame established by the SRC instructor.

6. Dishonest completion of quizzes or any simulated learning experience requirements.
7. Failure to adhere to the School of Nursing Dress Code. Any student not complying fully with the dress code will be sent home and may receive a grade of FAIL for the assigned simulated learning experience.

SAC Spring 2009, Approved by SON faculty Spring 2009
Reviewed by SAC Spring 2013
Reviewed by SRC Spring 2015, Spring 2018

II. SIMULATION RESOURCE CENTER PASS-FAIL POLICY

This policy applies to students in the traditional and accelerated undergraduate programs only.

Policy:

Students must satisfactorily pass the simulated learning experience. This includes psychomotor skills experiences and clinical scenario simulations. Simulated learning experiences are components of their didactic course and must be completed in order to obtain a passing course grade. Unsatisfactory completion of the psychomotor skills or clinical scenario simulation components of the course will result in course failure with a recorded course grade no higher than a “D+”.

A. Guidelines for Satisfactory Completion of Laboratory Experiences

Education in the SRC consists of professional behaviors, preparation, practice, and High-Stakes evaluation. Satisfactory completion of the simulated learning experiences indicates that the student has competently demonstrated the knowledge, skills, and professional behaviors pertinent to the procedures learned in the SRC.

1. Psychomotor Skills
   - Students are expected to be fully prepared prior to a scheduled simulated learning experience in order to maximize their learning. Preparation includes but is not limited to the use of videos, checklists, and written materials.
   - Students are expected to be fully prepared prior to scheduling a psychomotor skills high-stakes evaluation. Preparation includes but is not limited to the use of videos, checklists, written materials, and practice time.
   - To successfully complete a psychomotor skill high-stakes evaluation, the student needs to demonstrate critical thinking skills, understanding of the principle behind each skill, and successfully perform a demonstration of the skill indicating mastery under the supervision of a SRC instructor. Skill checklists will be used for pass/fail grading and coaching to address gaps in knowledge.

2. Clinical Scenario Experiences
   - Students are expected to be fully prepared prior to attending clinical scenario simulation experiences.
   - Preparation includes reading the patient summary and history, answering all related questions posted on the website or prep sheets, understanding patient lab results, preparation of medication cards, viewing all related videos, and completing assigned readings.
• Students will need to bring or submit via online management system their completed preparatory work and medication cards in order to participate in the clinical scenario simulation. Completed work may be housed digitally on a student’s computer for review.
• To successfully complete a clinical scenario simulation, the student needs to be prepared to function in any randomly selected role, provide patient care appropriate to the patient needs, use critical thinking skills, provide appropriate family centered care including education, and demonstrate understanding of the illness/problems presented in the clinical scenario simulated experience.
• All students will participate in a debriefing session following the simulated experience. Time lengths vary according to the simulated experience and instructor needs. Because this is considered as part of the learning experience, students are not permitted to leave early.

3. Missed Clinical Scenario Experiences
• Because clinical scenario simulation is a small group learning experience, individual make-ups are not an option. Therefore, students must complete simulated learning experiences within the specific time frame pre-set by the SRC and course instructors.
• All absences will result in the development of a Professional Behavior Feedback form (Plan for Success) and course faculty will be notified. Course faculty or SRC instructors approve excused absences.

4. Absences will be handled in the following manner:
• 1st excused absence or absence related to an acute illness – If student is unable to complete the clinical scenario simulation during the pre-set time frame, they must view a pre-recorded simulation and complete a two-page paper describing the experience. The paper should include information concerning the patient presentation, rationale for treatments/interventions, and patient education needs. One scholarly article should be referenced in the body of the paper. Completed paper should be turned in to SRC instructors within 1 week. Papers will be evaluated as complete/incomplete. Absences must meet the criteria put forth by the Assistant Dean of UG Student Services.
• Unexcused absence (< than 2-hour notification for simulation miss, not signing up for lab, multiple lab appointments): The student will complete the above assignment and have 1% subtracted from the course grade for each simulation missed.
• Any unexcused absence(s) will require a conference with the SRC staff and course faculty. Course faculty/SRC staff will complete a Professional Behavior Feedback form. Additionally, these subsequent absences may result in an additional 2-5% deduction from course grade and/or course failure at the discretion of the course faculty.
B. Procedure for Addressing Student Competency in the Skills/Simulation Lab

If a student is unable to demonstrate professional behaviors, or is unable to demonstrate knowledge and competency to perform psychomotor skills as stated in the skills checklist or fails to satisfactorily complete a scenario simulation required for the didactic and/or clinical course(s), then the following procedure will take place. See the steps below and the algorithm on page 8.

Professional Behavior Feedback Form:
• In collaboration with the student, the simulation resource center instructor will complete a written professional behavior feedback form and develop a remediation plan for psychomotor skills/simulated learning experience to be repeated.
• Strategies to improve student performance will be developed, discussed with the student, and documented.
• Assignment or video/checklist reviews associated with the occurrence is discussed and recommendations are made for student to review.
• The professional behavior feedback form will include the specific concerns, a remediation plan, consequences if the problem/issue is not resolved, and a warning of possible failure of the simulated learning component of the corresponding course.
• The professional behavior feedback form will be discussed and reviewed with the student and a signed copy of the document. Signature indicates document was read by the student and accepted. A copy will be placed in the student’s file.
• A copy of the professional behavior feedback form will be given to the student, Director of the Undergraduate Program, and corresponding course instructor.
• Multiple Action Plan(s) developed from other nursing courses will result in a conference with the student, SRC representative, and course faculty members.

SAC Spring 2009
Approved by SON faculty Spring 2009
Reviewed and Revised by SAC Spring 2013 with input from Ad Hoc Simulation Lab Committee
Reviewed and Revised by SRC Spring 2015
Problem Identified

Student is provided feedback from skills evaluation checklist with coaching comments and methods to address gap(s) in knowledge.

Professional Behavior Feedback form completed. Student conference scheduled to review the professional behavior feedback form. Videotaped remediation must be competently completed prior to end of semester.

Unsuccessful

Successfule

Failure of Course

SRC requirements are met

References:

Student Policy Committee 3/09 Approved by SON faculty 5/18/09
Revised by Simulation Lab Committee 11/12; Spring 2018
IV. RESOURCES

A. Professional Pre-check

Professional Pre-check

☐ I am prepared for lab-reading completed and videos viewed.
☐ I have my resources (drug book and skills resources).
☐ Uniform includes white top, blue pants, approved shoes and neutral undergarments (clean and professional).
☐ Name badge and UD identification are on.
☐ I have my stethoscope, watch and skills checklist.
☐ Hair is pulled away from face and neatly pulled up.
☐ Earrings limited to two in each ear. Rings, bracelets, necklaces, gauges and facial jewelry (including nose rings and tongue rings) are removed.
☐ Tattoos are covered.
☐ I am on time.
☐ Cell phone is off/silenced and off my person.

Help your peers and hold each other accountable!

**Please refer to your University of Delaware Nursing student handbook and Simulation Resource Center Student Manual for clarification.

B. Essential Safety Checklist

Essential Safety Checklist

Used hand hygiene ☐
Identified patient with 2 identifiers ☐
Safely donned and doffed gloves ☐
Medication administered using 5 + 5 rights ☐
Side rails raised ☐
Call button within reach ☐
Over bed table within reach ☐
Bed alarm activated ☐
Bed in low position ☐

C. Professional Behavior Feedback Form

Students needing remediation with simulation lab and/or clinical skills, who have met with their instructor to discuss the issues and plan, will need to coordinate with the SRC Lab Coordinator to complete the remediation process. See next page for form.
PROFESSIONAL BEHAVIOR FEEDBACK FORM

Student Name: ___________________________ Course: ____________________________
Faculty Completing Report: ___________________________ Date: ____________________________

The purpose of this form is to promote the student’s awareness of his/her behavior (as it relates to the categories checked below) as observed by faculty.

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival time/Attendance</td>
</tr>
<tr>
<td>Interactions with patients/Interpersonal skills</td>
</tr>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Commitment to learning</td>
</tr>
<tr>
<td>Problem-solving</td>
</tr>
<tr>
<td>Skills/Knowledge</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Stress Management</td>
</tr>
<tr>
<td>Critical thinking</td>
</tr>
<tr>
<td>Responsibility</td>
</tr>
<tr>
<td>Time and Resources</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

☐ Student will be required to complete simulation laboratory review to remedy deficiencies by date: ____________________________

Situation Observed and Area(s) of Concern:
_____________________________________________________________________________________

Action Plan:
_____________________________________________________________________________________

Additional student comments:
_____________________________________________________________________________________

_____________________________________________________________________________________

Student Signature: ___________________________ Date: ____________________________
Faculty Name (print): ___________________________ Faculty Signature: ___________________________ Date: ____________________________

Please forward signed copy to the Director of the Undergraduate BSN Programs for Undergraduate Students and to the Director of the Graduate Practice Programs for Graduate Students. Feedback forms will be retained in the student file.
Description of Professional Behavior Categories

1. **Arrival Time and Attendance** - The ability to arrive on time to nursing labs, simulations, field/observational/clinical experiences, and other required experiences.

2. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

3. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

4. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.

5. **Interaction with Patients and Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

6. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

7. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Nursing profession.

8. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

9. **Safety** – The ability to provide safe, competent, and appropriate nursing care to patients and to maintain a safe environment for self and others.

10. **Skills and Knowledge** – The ability to apply and demonstrate knowledge and skills learned in nursing courses and labs/simulations and clinical experiences.

11. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

12. **Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
D. Student Responsibilities and Simulation Resource Center Student Orientation and Contract (See link below to complete contract online).

https://delaware.ca1.qualtrics.com/jfe5/form/SV_8eoFk6L7PJRDiHb

STUDENT RESPONSIBILITIES
SIMULATION RESOURCE CENTER
STUDENT ORIENTATION & CONTRACT

Welcome to the Simulation Resource Center (SRC)! The SRC has lab hours specific to each course with some extended hours to be determined per semester. This laboratory was designed to give students the practice time needed to develop nursing skills. Each nursing course that utilizes simulation will use the SRC differently.

Courses that include psychomotor skills will follow a schedule of a faculty led skill introduction followed by two additional one-hour sessions of guided practice. Practice sessions will be completed in a semi-independent fashion, the laboratory coordinator and instructors will be available to manage, coach, and answer student questions. During experiences, students are encouraged to work in small groups of two or three students. There are several clinical scenario simulations during the semester in which students incorporate learned skills and classroom information in providing safe competent patient care.

Clinical scenario simulations are small group learning experiences where up to four students will perform patient care as directed by the preparatory assignment. Psychomotor skills learned will be incorporated into the immersive clinical scenarios.

EXPECTATIONS FOR DRESS/ BEHAVIOR:

Because the laboratory is set up to be an environment where students are simulating a clinical experience, it is expected students will arrive to SRC experiences exhibiting both professional appearance as well as professional behavior.

1. Professionalism is extremely important in the clinical setting. As noted in the senior level clinical evaluation tool, all University of Delaware students are expected to behave as professional nurses. Failure to behave as a professional may result in not achieving a passing grade. Professional behaviors that are an expectation of all nursing students during simulated learning experiences include but are not limited to: adequate preparation for experiences, arrival at SRC on time with appropriate materials and equipment, timely and appropriate reporting of absences/tardiness, completion of assignments within the specified time frame, and adherence to the School of Nursing dress code.
2. Dress in required UD nursing uniform and wear ID badge when working in the lab. Refer to Student Handbook for more specific information regarding the Clinical Dress for Nursing Majors.
3. Leave food, drinks, and chewing gum outside the SRC. Lockers are provided for your convenience.
4. Cell phones (including texting) and use of any electronic device for personal use, in the clinical area are prohibited and students using electronic devices for personal use will be asked to leave the area (and will need to reschedule learning experiences).
5. Unless pre-approved by the SRC coordinator/instructors, computers in the SRC are only to be used for simulated learning concepts/skills/patient care activities.
6. Students will refrain from personal discussions in the simulation learning areas.
7. Students will clean up each work site and put equipment away appropriately, leaving the patient, equipment, bed, and work area in order.

**INTEGRITY**

It is imperative that the people in the nursing profession have integrity.

1. The simulated learning experiences are typically the same for each group. **Students may not share the content or events of the simulation with anyone.** It is imperative that students are able to participate in the simulated learning experience without information from other students. If this is discovered, it will be dealt with as academic dishonesty.

2. Many clinical scenario-learning experiences require the student to complete preparatory work. All preparatory work and medication cards must be completed in order to participate in the simulated learning experience.

**HERE’S HOW IT WORKS:**

1. SRC psychomotor skills sessions will be divided into a faculty led demonstration and two practice sessions.
2. All simulated learning sessions will be held in McDowell 103, 105, 121, 125, 215 and 219. Please refer to the schedules posted outside each classroom. Maternity simulations are in McDowell 125 and pediatrics is in McDowell 215 and 217.
3. Sign up for all simulated learning experiences (psychomotor skills and clinical scenario simulation) in advance using Appointment-plus. An Appointment-plus tutorial is available. Some skills may require more practice than others. Students may come in during open lab hours for additional independent practice. Open lab hours will require appointments.
4. Complete assigned readings, watch associated videos review the skills checklist(s) and complete and medication cards prior to the simulated learning experiences. Students are expected to bring the skills textbook and corresponding skills checklist, with him or her to each psychomotor skills experience and/or clinical scenario simulation.
5. Students are expected to arrive (on time) for all simulated learning experiences with necessary equipment (ex. BP cuff, stethoscope, watch etc.), psychomotor skills checklists, medication cards, and preparatory materials/questions. Being unprepared or arriving late or without required equipment and/or materials will result in the student needing to reschedule their simulated learning experience.
6. Content taught in the SRC at times requires students to work with other students (partnered or in small groups). As one student follows the psychomotor skills checklists the second student is performing the skill. After completion of the skill, roles are then reversed so that all follow the checklist and all practice the skill.

**REMINDERS:**

**AND IN CONCLUSION, THE STUDENT SHOULD BE AWARE THAT…**

1. Professionalism (appearance and behavior) is an important component of simulated learning experiences and must be adhered to at all times.
2. The SRC is designed for students to learn in a professional, comfortable and safe environment.
3. The SRC should be kept clean and students must be courteous to other students working in the area.
Videotaping while in the Simulation Resource Center:

There are clinical laboratory experiences that will be videotaped. Videotaping will be used for evaluating, remediating, and debriefing the educational process. The video will be used for educational and demonstration purposes ONLY (unless you are notified otherwise).

Please contact Melinda Acevedo- macevedo@udel.edu, Joanne Creasy-Thomas- jcreasy@udel.edu, Heiddy DiGregorio- heiddyd@udel.edu, or Sarah Beebe- sbeebe@udel.edu with questions or concerns.

Please state your first name.

[ ]

1  QID6  TE  SL

Please state your last name.

[ ]

1  UID5  IE  SL

Please state your UDEL email address.

[ ]

1  QID3  112  MC  SAVR  TX

I have read the above information, and understand the contents. I have been given an opportunity to ask questions to clarify any content, and I agree to abide by the student handbook and utilize the SRC for its intended purpose. I consent to be videotaped while in the SRC under the outlined guidelines.

☐ I agree

☐ I do not agree