



ILLINOIS STATE UNIVERSITY

Mennonite College of Nursing

Nursing Simulation Lab Policies and
Procedures Manual
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Purpose

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

Goals

Experience in the Nursing Simulation Lab will prepare students to:

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

General Lab Information

Location

The Nursing Simulation Lab is located at 301 Normal Avenue, Normal, Illinois.

Hours

Lab staff are regularly scheduled 8:00 am to 4:00 pm Monday through Friday. Students may access the building 7:00 am to 9:00 pm Monday through Friday.

Parking

Part-time faculty may park in the Bone Student Center parking lot and obtain a parking pass from lab staff.

Nursing Simulation Lab Staff

Director of Nursing Simulation

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

Nursing Simulation Lab Coordinator

- Manages day to day operations including scheduling, staffing, and supply management

Simulation Specialists

- Serves as a leader and resource during scheduled simulation days

Faculty

- Teaches in the Family Nurse Practitioner program, Psychomotor Skills for Nursing Theory/Lab, and Health Assessment Lab
- Facilitates simulation scenarios, skills stations, or tabletop exercises on scheduled simulation days

Graduate Assistants

- Assists with simulation days, in the psychomotor skills lab, psychomotor skills guided practice sessions, and health assessment practice sessions

Undergraduate Lab Assistants

- Assists with simulation days, in the psychomotor skills lab, and psychomotor skills guided practice sessions

Nursing Simulation Lab Overview

The Nursing Simulation Lab is a state-of-the-art learning center where nursing students gain real-world experience in a controlled clinical setting. The Nursing Simulation Lab is equipped with an array of high and low fidelity patient simulators, an electronic medical record system, anatomical models, and realistic medical equipment to support student learning.

The psychomotor skills classroom and the health assessment classrooms are fully equipped for safe, realistic, and repeated practice of nursing skills like IV insertion, medication administration, dressing changes, and physical assessment. The graduate health assessment room is equipped to support Family Nurse Practitioner students in learning and practicing advanced health assessment and diagnostic reasoning skills.

The simulation hospital is equipped with four fully functioning patient rooms, electronic patient monitors, a medication dispensing system, crash carts, a patient call system, and a nurses station to simulate a real hospital setting. Simulation is integrated throughout the undergraduate nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, communication, assessment, delegation, and teamwork.

Nursing Simulation Lab Quality Improvement

The staff and faculty are continually working to improve and streamline processes in the Nursing Simulation Lab. Students evaluate their simulation experience after every simulation day and after selected learning activities. This data is used to identify areas of opportunity to improve our lab and simulation program. Faculty feedback is solicited to ensure scenarios are realistic and align with current practice. The Creighton Competency Evaluation Instrument© (Todd, Hawkins, Hercinger, Manz, Tracy, & Iverson, 2014) is used to evaluate student competency and scenario design. In addition, the scenario objectives are evaluated for relevancy to course objectives, Nursing Simulation Lab Goals, and program outcomes. Finally, faculty facilitation of simulation scenarios and debriefings are monitored for quality assurance and quality improvement to identify areas for improvement in faculty development.

Simulation

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

Debriefing

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

At Mennonite College of Nursing, we utilize Debriefing for Meaningful Learning (DML) as our debriefing method (Driefuerst, 2015). DML is an evidence-based debriefing method for use in both the simulation setting and in the clinical setting. DML is rooted in Socratic questioning and guided reflection. Socratic questioning is a method of asking questions so students may reveal answers to problems. The phases of DML include: engage, explore, explain, elaborate, evaluate, and extend (Driefuerst, 2015).

MCN Nursing Simulation Lab Faculty Guidelines

Skills Lab

The Psychomotor Skills Lab (Room 104) contains a variety of task trainers, IV pumps, and equipment so students may learn and practice nursing skills.

- Once students have practiced selected skills under the supervision of their instructor, they will schedule additional practice sessions with the guidance of a Lab Assistant. Students will use the online sign up address provided on their ReggieNet course site to schedule guided practice sessions. Guided practice sessions typically occur in Room 104.
- Once students have practiced selected skills with the guidance of Lab Assistants, they perform the skills under the supervision of a MSN prepared nurse for their final deliberate practice.
- Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency.
- Faculty may refer a student needing additional practice for guided practice with a graduate assistant. Faculty will complete a remediation form (found on the MCN Nursing Simulation Lab ReggieNet site) and email it to both the student and the Simulation Lab Coordinator. Students will use the online signup address provided on the form to schedule a practice session. The Graduate Assistant will sign the form at the practice session and the student will return the completed form to the instructor.

Health Assessment Lab

Two undergraduate Health Assessment Rooms (Rooms 108 and 109) contain patient beds, exam tables, an auscultation manikin, and equipment so students may practice health assessment skills.

- Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency. They may use the online signup address provided on their ReggieNet course site to schedule a practice time.
- Faculty may refer a student needing additional practice for guided practice with a graduate assistant. Faculty will complete a remediation form (found on the MCN Nursing Simulation Lab ReggieNet site) and email it to both the student and the Simulation Lab Coordinator. Students will use the online signup address provided on the form to schedule a practice session. The Graduate Assistant will sign the form at the practice session and the student will return the completed form to the instructor.

Additional Lab Usage

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

Simulation Days

For each undergraduate nursing course with a clinical component, students are scheduled at least one day in the simulation hospital (Room 101). Simulation activities are designed to correlate with theory content. Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Faculty Absence

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

Simulation Day Faculty Responsibilities:

Faculty are responsible for all information for their specific assigned scenarios, skills, or tabletop activities so they may facilitate and answer student questions.

- Faculty assignments primarily consist of simulation scenarios in the simulation hospital, but may also include psychomotor skills and/or tabletop activities.
- Faculty are encouraged to schedule an appointment with the Nursing Simulation Coordinator prior to their scheduled day for additional support or practice in running simulation scenarios if needed.
- Faculty should arrive at the lab approximately 15-30 minutes early to ensure faculty are prepared to facilitate assigned simulation scenarios and equipment.
- Faculty should provide ongoing input and feedback to lab staff for continuous quality improvement and quality assurance.
- Simulation Day resources are provided on the MCN Nursing Simulation Lab ReggieNet site in the "Resources" tab.
 - At the beginning of the semester, the master schedule will be posted in the "NSL Master Schedules" folder. The master schedule contains the specific simulation date for each section.

- By two weeks prior to the first scheduled simulation day, faculty may access daily simulation schedules and materials for each assigned simulation scenario, skill, or tabletop in the appropriate course folder.
- Paper copies of daily schedules, simulation materials, and student performance evaluations will be provided on the simulation day.

MCN Nursing Simulation Lab Student Guidelines

Dress Code

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

- Simulation days: clinical uniform and name badge
- Skills Lab: clinical uniform and name badge
- Health Assessment Lab: clinical uniform and name badge
- Guided Practice: lab coat and name badge

Psychomotor Skills Guided Practice Procedures

Guided practices are staffed by the Lab Assistants for guided practice of skills.

- Students may use the online signup address provided on the Psychomotor Skills for Nursing ReggieNet course site to schedule a practice time. An appointment is required.
- If no students are scheduled for guided practice, the lab assistants will not be available. Practice times need to be scheduled by the morning of the day of the appointment to ensure lab assistants will be available.

Health Assessment Practice Session Procedures

Practice sessions are staffed by the Graduate Assistants for guided practice of health assessment skills.

- Students may use the online signup address provided on the Health Assessment ReggieNet course site to schedule a practice time. An appointment is required.

Skills Blitz

The purpose of the Skills Blitz is to allow students the opportunity to refresh selected skills.

- At the beginning of every fall semester, all students enrolled in Adult Nursing II (except Accelerated students), Adult Nursing III, and Psychiatric and Mental Health Nursing are required to schedule a skills guided practice session.
- At the beginning of every spring semester, all students enrolled in Adult Nursing III are required to schedule a skills guided practice session.
- At the end of spring semester or beginning of summer semester, accelerated students enrolling in Adult Nursing III in the summer semester are required to schedule a skills guided practice session.
- Guided practice sessions are staffed by the Lab Assistants for review of selected skills.
- Students may use the online signup address provided on the relevant ReggieNet course sites to schedule a guided practice session. An email will also be sent from the Clinical Lab Coordinator containing the online signup address.

- If no students are scheduled for practice sessions, the Lab Assistants will not be available. Practice times need to be scheduled by the morning of the day of the appointment to ensure lab assistants will be available.

Equipment Use

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

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

Use of Lab Equipment Outside of the Nursing Simulation Lab

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

- To facilitate the check-out of any lab equipment, please call (309) 438-6040 or email the Clinical Lab Coordinator at least one week in advance of the date requested.
- All equipment must be checked out by a lab staff member and the Nursing Simulation Lab Equipment Sign Out Form must be completed.
- Return of all equipment must be checked by a lab staff member and marked as “returned” on the Nursing Simulation Lab Equipment Sign Out Form.
- Replacement of equipment found to be missing that has not been signed back in will be the responsibility of the last person to whom the equipment is checked out to.

Universal Precautions

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

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Simulation Lab.
- All injuries, including “clean” needle sticks, should be reported to the faculty and Nursing Simulation Lab staff. An Illinois State University Non-Employee Accident Report form should be completed.

Simulation Days

Attendance

- Students will be notified at the beginning of the semester of their scheduled simulation day. The simulation day may not be the same day of the week as the clinical day.
- Students are to report to the Nursing Simulation Lab 15 minutes prior to the scheduled start time.
- Makeup for simulation day absence will be arranged by the clinical instructor, course leader, and the Director of Nursing Simulation.

Preparation

- Two weeks prior to the scheduled simulation day, a required “ticket in” will be posted on the corresponding ReggieNet course site.
- The “ticket in” must be typed and may be used as a resource during the simulation day.
- Completion of the assigned “ticket in” is required for participation in the simulation day.

Conduct

- Professional conduct and communication are expected at all times in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The Nursing Simulation Hospital should be treated as a real clinical setting at all times. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.
- Cellular phones are not to be used during your simulation day and should be off or silenced.
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Confidentiality

- All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

Student Evaluations

- Students will be sent a link to an online, anonymous survey after each simulation day which all students are expected to complete.
- Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

References

- Dreifuerst, K. T. (2015). Getting started with Debriefing for Meaningful Learning. *Clinical Simulation in Nursing*, 11(5), 268-275. doi:10.1016/j.ecns.2015.01.005
- Todd, M., Hawkins, K., Hercinger, M., Manz, J., Tracy, M., & Iverson, L. (2014). Creighton Competency Evaluation Instrument. Retrieved from <https://nursing.creighton.edu/academics/competency-evaluation-instrument>