

## **Simulation Roles & Responsibilities**

RATIONALE: In an effort to provide consistent, positive and beneficial experiences to learners during simulation these guidelines are provided.

### **CSCLV Staff responsibilities**

- Approve requested schedules. Verify schedule confirmation to faculty or notify of any conflicts.
- Prepare necessary supplies, medications, IVs, etc for each scenario
- Program the scenario
- Review the programming with the clinical instructor two weeks prior to Sim Day
- Conduct “dry run” of all new cases with each instructor
- Prepare the simulation room and technology based on assigned cases for the day and faculty’s prep list
- Set-up the debrief room
- Operate the manikin and cameras during the scenarios
- Change scenarios (simulation room, technology and manikins) while learners are debriefing
- Maintain schedule of scenarios and debriefing according to daily huddle plans including learner orientation, staging and Go Live checklists

### **Learner responsibilities**

- Arrive on-time for Simulation. Note: consequences for late arrival will be determined by faculty
- Maintain Dress Code as outlined in CSCLV Policy and Procedures
- Watch Orientation Videos as appropriate
- Demonstrate motivation and the necessary cognitive preparedness
- Demonstrate professional behaviors as outlined in “Participation Agreement” & the CSCLV Learner Policies and Procedures manual.
- Demonstrate competent clinical performance: role expectations include assessment, formulation of nursing care plan, implementation of the plan of care, accurate documentation and evaluation of the plan of care
- Demonstrate accountability for thoroughness and timeliness in completing assigned responsibilities
- Actively participate in each debriefing session
- Respect the confidential nature of all information obtained during the clinical experience
- Engage in collaborative activities
- Maintain ongoing communication with faculty member, simulation staff and learners

## Simulation Instructor responsibilities

### Prior to Sim Day:

- Determine each semester who will be the instructor(s) for the semester
- Schedule simulation days/times with CSCLV prior to the start of the semester
  - Include the instructor(s) who will be in attending the session
  - Include the scenario(s) to be used
  - Include the simulation type in the request “Skills & Tasks”, “Lecture Animation”, or “Immersive Patient Care Management” (IPCM)\*
- Provide orientation to new clinical faculty and discuss their roles and responsibilities for simulation days
- Have completed the approved courses (Bronze, Silver, Gold) in simulation based training methodology for scenario writing, facilitation and debriefing prior to creating, leading, or assisting with a learner experience as defined by the “Faculty Standards Form”.
- Prepare for simulation prior to learners’ arrival by reviewing assigned cases, including diagnosis, outcomes, medications, labs, and case progression.

### On Sim Day

- Lead faculty must arrive at the Simulation Center ½ hour for huddle with staff before the first scenario is scheduled to begin. If faculty are more than 15 minutes late to huddle and do not provide notification, session can be cancelled by simulation staff.
- Provide learners a brief orientation on their roles and responsibilities and the simulation area at the start of each day
- Manage the live scenario from the Simulation Control room, and respond appropriate to learners’ actions. This may require altering the scenario as learners’ create their own experience
- Serve as the voice of the patient
- Provide a safe, risk-free environment for Learners
- Assess learners’ interactions, interventions and/or documentation, determine if they are consistent with standards, and provide timely feedback
- Monitor and facilitate group dynamics
- Facilitate Learner debrief experiences
- Encourage and engage learners in dialogue