

Health Science **Simulation Center**

Casper College
Health Science Simulation Center

Policies and Procedures

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1. General Information

Purpose of this Manual

This manual is intended to inform all operations in and of the Health Science Simulation Center (HSSC) at Casper College. Given the fluid nature of the world in which the HSSC operates, all information is subject to review and a mechanism for additions and revisions is provided herein.

Acknowledgements

The HSSC came into being in 2013 through sustained efforts of dedicated professionals who secured initial funding through the United States Department of Labor Employment and Training Administration Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program (<http://www.doleta.gov/taaccct/>). The leader of that effort was Dr. Tammy Frankland, Dean of the School of Health Science at Casper College.

This manual was created using a template supplied by the Society of Simulation in Healthcare (SSH, <http://ssih.org>).

Mission and Vision

Background

Mission and vision statements were drafted by an ad-hoc group during the inaugural semester of HSSC operations. The statements were reviewed after that first semester and have informed the intent and functions of the simulation program since that time. Our Mission and Vision reflect values shared by the Constituent Programs of the Casper College School of Health Science, our primary consumers. We prepare students for important work in complex environments and we are committed to fulfilling that charge in the most effective way possible.

Mission Statement:

“Our mission is to improve healthcare practice by elevating the understanding, skills, and collaboration of students and professionals through informed, multimodal, interprofessional simulation education in a state-of-the-art facility.”

Vision Statement:

“Our vision is to be an accredited provider of healthcare simulation education and to be recognized as contributing to the competent, confident, reflective, and ethical practice of healthcare professionals.”

Acknowledgement of Center and “Brand” Use

It is important that the HSSC be acknowledged in all photographs, research, abstracts, publications, and presentations in which the HSSC had a part. Consistent references are crucial in print and other media, especially when the HSSC is exposed to any audience outside Casper College.

The official name of this resource is the “Casper College Health Science Simulation Center”. When referred to in a context where the institutional affiliation is clear, “Health Science Simulation Center” conveys the appropriate relationship of the Simulation Center to the SoHS. If a clear reference is made, unambiguous abbreviations include “HSSC”, “Simulation (or ‘Sim’) Center”, and “the Center”. Referring to the HSSC as a “sim lab” or “sims lab” invites confusion since there are multiple labs in the Center itself, as well as “sim labs” in SoHS locations outside the Center.

Terminology

Formal terminology in use at the Health Science Simulation Center and by the Simulation Program has been adopted from external [Standards](#). The brief glossary presented here is to promote ease-of-use for this document.

CC: Casper College

HSSC: Health Science Simulation Center

IPE: Interprofessional Education – see below

LMS: Learning Management System – see below

PLG: Program Leaders Group – see below

SoHS: School of Health Science

SP: Standardized Patient – see below

academic affiliate: an educational institution other than Casper College that is served by the HSSC through an articulation agreement or other arrangement

agency affiliate: a non-educational entity, typical a clinical agency, served by the HSSC either informally or through an SoHS or CC agreement

assessment: evaluation of competence associated with consequences such as advancement through an educational program or retention of employment

confederate: a participant in a scenario with instructions to contribute in a specific way

Center: the Casper College Health Science Simulation Center

Constituent Program: one of the School of Health Science programs of study directly served by the HSSC

Dean: the Dean of the Casper College School of Health Science

debriefing: a structured, facilitated conversation among instructor(s) and participants to review a simulation scenario for the purpose of learning

- direct participant:** individuals involved “hands-on” in a simulation scenario as a professional, confederate, or patient
- fiction contract:** a summary agreement between instructors, participants, and other personnel about what is “actual” versus what is “acted”
- HSSC resources:** all physical space and equipment as well as personnel
- HSSC user:** Casper College faculty and other internal and external personnel authorized to use HSSC resources
- HSSC staff:** Simulation Program Director, Simulation Assistant, and Simulation Facilitator(s)
- indirect participant:** observers or learners part of, but without direct actions in a simulation scenario
- interprofessional education:** learning experiences where two or more healthcare professions participate concurrently
- lab space:** areas of the HSSC outfitted as realistic healthcare settings by default
- Learning Management System:** the online infrastructure for Simulation Program educational materials
- learning space:** areas of the HSSC designated as classrooms or discussion rooms
- operational space:** areas of the HSSC devoted to administration, simulation-specific operations, and storage
- Program Director:** the Simulation Program Director
- Program Leaders Group:** A group comprised of directors of SoHS programs, including the Simulation Program Director, and chaired by the Dean of the SoHS
- scenario:** as distinguished from session, this is a single scripted simulation event, typically followed by a period of debriefing
- served entity:** a Constituent Program or other entity supported in the delivery of SimEd by the HSSC
- session:** as distinguished from scenario, this experience may include multiple scenarios and/or demonstrations and/or laboratory stations and/or other learning events
- sim:** abbreviation for “simulation”
- simulation:** a scripted situation created to represent a lifelike situation for learning or assessment
- Simulation Education (SimEd):** this is a distinct paradigm.

simulation experience: any organized event where simulation is employed

Simulation Program: collected SimEd offerings of all served entities, curricular design and evaluation support, and the shared interprofessional education curriculum

sponsoring entity: a Constituent Program or other entity that “sponsors” an instructor to deliver a simulation experience at the HSSC

General Information accepted by PLG on October 02, 2015

Revision History

October 02, 2015 – PLG ratification of General Information, Governance, and Scheduling

November 13, 2015 – PLG ratification of Administrative

November 24, 2015 – PLG ratification of Simulation Education (online)

December 04, 2015 – PLG ratification of Facilities Operations, Human Operations, Fiscal, and Safety and Security, PLG accepts noted changes to Simulation Education

December 07, 2015 – original publication

December 10, 2015 – typo correction, page 37

2. Governance

General

The Center is a department of the School of Health Science at Casper College and as such is broadly subject to college governance. Casper College and School of Health Science [policies and procedures](#) take precedence over those of the HSSC.

Direct governance of the HSSC is exercised by the SoHS Program Leaders Group (PLG). This group is comprised of SoHS program directors, including the Simulation Program Director, and is chaired by the Dean. Formal oversight of the HSSC parallels that of all SoHS programs and is the responsibility of the Dean. An advisory board provides counsel on HSSC offerings and strategic initiatives. [Appendix A.1](#) is an organizational chart reflecting HSSC governance.

Policies

Policy additions and changes can be proposed by any group or individual. All HSSC policies must be approved by the Program Leaders Group. It is the responsibility of the Simulation Program Director to keep written policies up to date and to ensure HSSC Users are apprised of all policies and changes.

Decision-Making

Operations

The responsibility for decisions concerning day-to-day operations falls to the Program Director. It is incumbent upon the director to consistently adhere to institutional, school, and HSSC policies and to confer with HSSC staff in this regard.

Purchasing

Budgeted purchasing decisions are made by the Program Director in an analogous manner to that of other departments. To ensure that simulation needs of all SoHS programs are considered, durable equipment requests for the HSSC are subject to approval by the PLG prior to submission through the CC procurement process.

Program Initiatives

Any project or initiative that places demands on HSSC resources above and beyond normal operations is subject to approval by the PLG. This includes one-time events as well as new or significant changes to ongoing HSSC offerings.

Interpretation and Arbitration

The Dean is ultimately responsible to resolve any conflicts, disagreements, or uncertainties concerning operations and implementation of HSSC policies and procedures.

Advisory Board

The HSSC shall consult with an advisory board for strategic planning. Representation includes:

- Dean of the School of Health Science
- HSSC Director and staff
- faculty member or director from each SoHS program
- a representative from any other educational program served by the HSSC

The Program Director attends monthly SoHS Program Leader meetings with time allotted for a Simulation Center agenda. The agenda for these meetings should include a report of HSSC operations and initiatives and solicitation of board questions, opinions, and suggestions for improvements and/or changes in direction.

Governance accepted by PLG on October 02, 2015

3. Administrative

Personnel

Center staff is comprised of five positions. The Simulation Program Director is a part-time load release position and the Simulation Operations Specialist is a full-time, dedicated position. Two part-time Simulation Assistants fill out the role of operations staff. A part-time Nursing Adjunct dedicated to simulation education rounds out the team. Official job descriptions are on file with the CC Human Resources department. General descriptions appear below. Additional HSSC staff may include one or more Simulation Facilitators and a college work-study position.

In addition to HSSC Staff, instructional faculty from SoHS programs of study are required to execute simulation events. This personnel need will vary according to learner groups and the specific objectives associated with a simulation event.

The HSSC personnel structure is diagrammed in [Appendix A.2](#).

Simulation Program Director

This position is broadly responsible for Simulation Education and operations of the HSSC. The Director reports to the Dean of the SoHS and works directly in a leadership role with all other HSSC staff. Categories of duties include:

Operations:

- ensure operations support the HSSC mission and educational objectives

Education:

- create and maintain faculty development offerings
- establish, promote, and maintain SimEd standards and best practices
- assist SoHS faculty to design, evaluate, and integrate SimEd into their curricula
- develop and facilitate interprofessional curricula
- directly participate in SimEd offerings

Administration:

- provide leadership and supervision for HSSC staff
- interface with HSSC Users and SoHS and CC personnel
- engage in strategic operational and sustainability planning
- prepare and monitor HSSC budget
- establish and maintain community partnerships
- promote HSSC interests locally and beyond
- collaborate locally and beyond to promote simulation learning
- publish and present simulation activities at state and national conferences
- fulfill institutional CC and SoHS assignments

Simulation Operations Specialist

This position facilitates all HSSC operations and contributes to Simulation Education offerings. The Simulation Operations Specialist reports to the Dean of SoHS and works directly with other HSSC staff. Categories of duties:

Operations:

- directly operate all HSSC equipment and systems
- troubleshoot and provide technical support for all simulation activities
- manage supply and equipment inventory
- setup and teardown simulation events and tours
- manage maintenance and repairs of HSSC equipment and systems
- oversee HSSC personnel

Education:

- provide instructor training for equipment and systems
- participate in SimEd offerings

Administration:

- manage and administer HSSC resource scheduling
- supervise college work-study position
- participate in HSSC budgeting and planning
- fulfill institutional CC and SoHS assignments

Simulation Assistant

- assist with all simulation needs for all SoHS programs
- assist with documentation, set-up and clean-up for simulation activities
- perform duties as assigned

Adjunct Simulation Instructor

- demonstrates and teaches students simulation scenarios based in simulation pedagogy
- assists SoHS faculty in instructional design
- runs simulation technology and trouble shoots as needed
- administers and collects student and faculty evaluations
- completes accreditation activities as needed

Simulation Facilitator

As available, this position is filled by instructional faculty serving under load release time contributed by SoHS departments. There is an internal job description on file with the Program Director. Duties vary by expertise and HSSC initiatives but are typically a subset of Program Director duties.

Hours of Operation

Typical HSSC hours of operation are from 8 a.m. to 4 p.m. Monday through Friday. Monday mornings and Friday afternoons are reserved for downtime. Other internal needs may preclude the use of resources at times during typical hours. All simulation events and other uses of HSSC resources must be scheduled according to Policy 5: Scheduling. Provisions are made in that policy for events outside typical hours of operation. The HSSC is closed in alignment with scheduled and unscheduled Casper College closures for holidays, breaks, and other circumstances.

Administrative accepted by PLG on November 13, 2015

4. Simulation Education

Philosophy

Currency

Simulation Education in healthcare is a distinct and well-studied paradigm. The body of research evolves rapidly and continuously. The Simulation Program carries a primary responsibility to always remain current with advances in SimEd in order to promote consistency and help elevate the quality and efficacy of all offerings delivered through the Health Science Simulation Center.

Service

The Health Science Simulation Center and Simulation Program are shared resources devoted to the service of learning generally and to the service of Constituent Programs and affiliates specifically. These **served entities** educate diverse participants with diverse needs and in diverse ways. Meaningful service relies on flexibility and collaboration in development of SimEd offerings and in the use of HSSC resources.

Interprofessionalism

The HSSC is a nexus for interactions and collaboration among instructors and participants from many professions. In service to the HSSC mission, all support for Simulation Education, regardless of entity or participants served, is offered with the notion that those in need of healthcare are best served by professionals prepared to work as members of a team. This concept, the idea of “interprofessionalism”, underlies all interactions and work at the HSSC.

The Simulation Program promotes interprofessional teamwork through discipline-agnostic Interprofessional Education offerings that use simulation as a vehicle. The Program should encourage and support interdisciplinary simulation experiences for all served entities.

Through deliberately crafted IPE experiences and an underpinning of service to its mission, the HSSC intends to actively foster a *shared culture of interprofessionalism* among instructors, participants, and staff.

Basic Assumption

The Simulation Program offers a *Basic Assumption* underlying all SimEd offerings supported by the HSSC. All personnel are encouraged to operate under and to promote the assumption that:

“All participants are intelligent, capable, motivated to improve, and willing to help.”

Standards

As a foundation for effective and consistent delivery of Simulation Education, the HSSC and Simulation Program embrace the **INACSL Standards of Best Practice: SimulationSM** set forth by the International Nursing Association for Clinical Simulation and Learning ([INACSL](http://www.inacsl.org)).

The Sim Program offers these standards as a starting point and a framework for design and delivery of any SimEd offering for any served entity. The standards inform HSSC curricular consultation and are available online at <http://www.inacsl.org/i4a/pages/index.cfm?pageID=3407>.

The shared Interprofessional Education curriculum sponsored by the Sim Program is informed by the INACSL standards and also by the Core Competencies for Interprofessional Collaborative Practice published by the Interprofessional Education Collaborative ([IPEC](http://www.intep.org)). These competencies are recommended to any served entity providing IPE offerings at the HSSC.

Instructors

Instructors are those individuals responsible for delivery of Simulation Education to participants. Faculty members from Constituent Programs are referred to here as **internal instructors**. Faculty from academic affiliates, educators from agency affiliates, and any other trainers or persons fulfilling the instructor role are referred to here as **external instructors**. Constituent Programs and affiliates are referred to here as **sponsoring entities** in that they sponsor instructors who will deliver simulation experiences using HSSC resources.

Qualifications

The HSSC serves sponsoring entities staffed by instructors at all levels of experience with simulation. To ensure meaningful Simulation Education, all instructors must be adequately prepared. To this end, the HSSC requires that prior to delivering a simulation experience, any instructor must:

- meet professional qualifications established by their sponsoring entity,
- be familiar with simulation as an instructional method,
- be sufficiently oriented to the HSSC physical facility and basic operations, and
- be specifically trained to employ any resources required for experiences they will deliver.

Sponsoring entities are responsible for establishing and monitoring the professional qualifications of instructors delivering SimEd to their participants. Though there are no Simulation Educator qualifications mandated by the HSSC, the Simulation Program is responsible to provide formalized SimEd offerings that sponsoring entities can require of their instructors.

Orientation and Training

The Simulation Program is responsible to establish instructor orientation and training standards, to create and maintain educational offerings for instructors to meet the standards, and to assess and record instructor completion of offerings.

Simulation Education Paradigm

The use of simulation as an educational or assessment strategy in healthcare, though not new, is supported by a rapidly growing body of evidence and standards of best practice. It is the responsibility of instructors to become familiar with the basics of SimEd prior to delivering a simulation experience and to continually advance their understanding and experience. At minimum, instructors must be oriented to the paradigm well enough to recognize that:

- simulation experiences should be designed around clear objectives,
- simulation scenarios demand careful planning and consistent execution,
- the stakes of simulation-based **assessments** must be carefully and deliberately clarified for participants, and
- critical learning takes place *outside* the scripted part of simulation scenarios, typically in debriefing.

The Simulation Program will provide resources for instructor development in the SimEd paradigm. At minimum, all instructors will meet with the Program Director prior to a first delivery to ascertain needs, familiarize with the paradigm, and plan for instructor development.

Content

Where instructors are not subject matter experts relative to the content they are to deliver through a simulation experience, it is the responsibility of the sponsoring entity to orient the instructor to that content. Where instructors are supporting Interprofessional Education content delivered by HSSC staff, they will be oriented through the Simulation Program.

Equipment and Technology

Instructors must be sufficiently prepared for safe operation and correct use of any HSSC equipment or technology that is part of a simulation experience. It is the responsibility of the instructor to schedule a meeting with HSSC staff to ascertain and meet any equipment or technology orientation needs prior to a first delivery.

Standards, Policies, Operations

To ensure safe, equitable, consistent, and appropriate use of resources, instructors must be oriented to these HSSC standards, policies, and operations prior to first delivery:

- access to and use of the online Simulation Program infrastructure,
- the [HSSC scheduling policy](#) and logistics for scheduling experiences,
- access to and use of physical space and resources, and
- expectations of instructors and participants.

Debriefing

Instructors who will facilitate debriefing must understand the fundamental concepts and basic elements that contribute to effective debriefing in SimEd. It is the responsibility of instructors to become familiar with debriefing prior to facilitating simulation scenarios and to continually advance their understanding and experience. At minimum, instructors who will debrief participant groups must be oriented to these concepts:

- debriefing is central to effective simulation learning,
- debriefing is a structured and facilitated conversation,
- debriefing is participant-centered, and
- there are defined methods for debriefing.

At minimum, instructors who will debrief simulation **learning** experiences must be oriented to these basic elements of debriefing:

- debriefing should begin with a “decompression” period where participants move beyond emotional or psychological reactions to a scenario and engage in reflective learning,
- participant performance is secondary to the underlying thinking and frame of reference,
- content discussion should be facilitated in a way to foster learning by promoting reflection, and
- debriefing should close with participant identification of things learned.

Instructors who debrief simulation-based **assessments** should be prepared by their sponsoring entity with appropriate protocols and methodology for their specific purposes.

The Simulation Program will provide resources for instructor development in debriefing. At minimum, all instructors will meet with the Program Director prior to a first delivery to ascertain needs, familiarize with debriefing, and plan for development.

Minimum Instructor Preparation

All sponsored instructors hired for Fall 2015 Semester or later will complete prescribed Simulation Program facilitator training prior to independent delivery of Simulation Education.*

Evaluation

All instructors are subject to peer, student, and/or Simulation Program evaluation after delivery of any simulation experience. Peer and Sim Program evaluations will be ad hoc or based on the **Debriefing Assessment for Simulation in Healthcare® (DASH®)** tool from the Center for Medical Simulation ([CMS](#)). Student evaluations will be conducted online through the Sim Program infrastructure.

Results of peer evaluations will be available only to the instructor, the evaluator, and the Program Director unless otherwise authorized by the instructor. Student responses will be anonymized prior to release to instructors. These results will be available to instructors associated with specific simulation experiences. Any use of evaluation results by the Simulation Program for any reason will be presented in such a way as to protect the identities of respondents, evaluators, and instructors.

Instructors delivering Simulation Education independently will be evaluated annually.*

Support

The HSSC staff is responsible to support instructors in the delivery of Simulation Education. In like manner, the Simulation Program will support endeavors to advance instructor understanding and preparation related to SimEd.

Participants

Participants are the target audience of a simulation experience. Whether they engage directly in a scenario or observe, full benefit of the experience demands that participants be properly prepared for their roles and assume distinct responsibilities. For reference here, a **direct participant** is one who is engaged in a professional role in the scripted part of a simulation scenario. An **indirect participant**, then, is one who fulfills an observational role.

Orientation

Effective orientation is crucial to a successful simulation experience. Participant orientation prior to a FIRST experience should include:

- an explanation of simulation as a learning and/or assessment strategy,
- introduction of the Basic Assumption,
- orientation to the physical facility and equipment,
- orientation to human patient simulators,
- introduction to the online Simulation Program infrastructure,
- a summary of the “Fiction Contract”, and
- the opportunity to ask questions.

Orientation prior to EVERY experience should include:

- appropriate preparatory materials prior to a session,
- review of SimEd the paradigm and reminder of the Basic Assumption,
- review of relevant physical facility, resources, and equipment as necessary,
- a refresh of relevant elements of the Fiction Contract,
- an explanation of logistics for the session, and
- delineation of the stakes of this experience.

HSSC “Basic Encounter” Orientation

The Simulation Program will offer a simulation session designed to provide experiential orientation for first-time participants and instructors. This session will comprehensively address requirements listed above for initial exposure to simulation in the HSSC.

As of Fall 2015, all Constituent Programs will schedule a variant of the Basic Encounter simulation activity as the first simulation activity for a participant cohort entering their program of study.*

Responsibilities

Preparation

Participants should be expected to review HSSC Guidelines and any preparatory material provided. Participants are expected to prepare as instructed and to arrive on time and dressed appropriately. Preparatory materials will be housed and maintained as part of the Simulation Program.

Participation

All participants are expected to be actively engaged in simulation experiences. Direct participants are expected to engage in the scripted part of scenarios to the best of their ability. All participants are expected to contribute to debriefing. All participants are held to the [Code of Conduct](#).

Feedback

Participants are expected to provide feedback through formal evaluations. These evaluations will be administered through the online Simulation Program infrastructure.

Standardized Patients

Volunteer Standardized Patients (SPs) are used as needed for specific simulation scenarios. No invasive examinations or procedures are permitted for SP-based scenarios and volunteers are to remain fully clothed during scenarios. Volunteers are not financially compensated.

Recruitment

Instructors are the primary recruiters of Standardized Patients based on familiarity with requirements for individual scenarios. The HSSC may assist with recruitment. Preferred sources of SPs are simulation personnel or participants from served entities or Casper College faculty, staff, and/or students.

Orientation and Training

General orientation information is provided by the HSSC as part of the Simulation Program. Content-specific training for scenarios is the responsibility of instructors.

Documentation

All SPs must sign a release form provided by the Simulation Program indicating consent to AV recording and a commitment to confidentiality. This release is to be archived by the Sim Program.

Code of Conduct

Professional conduct is a requisite for effective education as well as for effective delivery of healthcare. In support of the mission of the HSSC, all users and participants are expected to uphold and comply with Casper College, School of Health Science, and HSSC policies and guidelines.

Professionalism

Professionalism is a Core Performance Standard of the School of Health Science and defined as:

“The ability to understand and demonstrate sufficient respect for others in non-verbal, verbal, and written communication in the classroom, laboratory, clinical settings, in the Casper College community, and in related public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional image.”

Professionalism directly supports the mission of the HSSC and lays a common foundation for all operations and learning experiences. All HSSC users, personnel, and participants are expected to exhibit professionalism at all times.

Dress

For simulation experiences, users and direct participants are expected to dress in a manner that reflects professional practice or education in a clinical or fieldwork setting. Generally speaking, this implies nametags and uniforms for participants and lab coats or professional dress for facilitators. Variations in dress for these experiences should conform to policies of served entities and simulation-specific needs.

For non-simulation experiences and other uses of HSSC learning areas such as tours, training, or demonstrations, users and participants are expected to dress in a manner consistent with public and institutional norms.

No user, participant, or personnel should be dressed in such a manner as to be disruptive to learning. No dress that compromises the safety of any person is permitted.

Hygiene

All users, participants, and personnel are expected to adhere to public and institutional norms of personal hygiene. Additionally, no person should have detectible personal scents whether from body odor, cigarette smoke, or personal hygiene products or fragrances. Chewing gum is not permitted in the HSSC.

Electronic Devices

Portable personal electronic devices are permitted in the HSSC. The use of such devices **in the service of learning**, including communication within and without the center, is permitted. The use of these devices outside the service of learning, including but not limited to personal telephone and social media communications, is prohibited. Photography, audio or video recording, and any use of devices that is disruptive to learning is prohibited.

Where users and participants are subject to more restrictive policies of served entities concerning electronic devices in clinical or fieldwork settings, those policies will apply.

Food and Drink

Food and drink is prohibited in lab areas. In other learning areas, food and drink is permitted to the extent that it does not compromise learning or safety. All persons are responsible for sanitation related to their personal food and drink. Chewing gum is not permitted in the HSSC.

Enforcement

All HSSC personnel and School of Health Science Faculty and staff are authorized to enforce any element of the Code of Conduct. After one reasonable request for compliance or offer of reasonable accommodation, an individual who will not comply with this code can be declined admission or asked to leave the HSSC. The SoHS Dean will be the final arbiter of any dispute over the code or enforcement.

Curricula

The majority of Simulation Education offerings delivered through the HSSC are program-specific or Interprofessional Education sessions that answer curricular needs of served entities. The Simulation Program is responsible for a shared IPE curriculum.

The HSSC is responsible to offer SimEd curricular support to served entities as part of the Simulation Program. This support includes consultation through all phases of development and delivery as well as housing of curricular materials.

Served entities are encouraged to utilize Simulation Program curricular development and support services and materials. The use of common models and materials helps establish shared expectations and serves the culture of interprofessionalism.

All curricular materials for simulation experiences are housed and archived electronically by the Simulation Program.

Consultation

The HSSC is mission-driven to assist served entities with all facets of Simulation Education. The Program Director is specifically charged with maintaining currency in SimEd and with curricular consultation for served entities. Consultation can include assistance with needs assessments, curricular mapping, and other fundamentals as well as creation and development of SimEd offerings and integration of SimEd into existing curricula.

Session Development

The term “session” refers to a basic simulation curricular unit. For HSSC purposes, this is a period of time in a single day when resources will be used to deliver a simulation experience. A session may have multiple modules, stations, scenarios, or other activities. Though there is wide variability, sim session designs must include a minimum information set to communicate resource needs and to ensure quality SimEd delivery. These data are essential:

- a descriptive name for the session,
- a description of the general concepts presented for a learning session or evaluated for an assessment session,

- the timespan of the session,
- names of all instructors,
- target participant information including headcount and a course designation or other indication of progression through a program of study or employment,
- a list of modules, stations, scenarios, or other activities, and
- planned groupings of participants and progression through activities.

New sessions must be planned collaboratively among served entity personnel and HSSC staff. A timetable for session development is enumerated in the [Scheduling Policy](#).

Activity Development

Any demonstration, lab station, scenario, or other module of a sim session that employs HSSC resources for delivery is considered a simulation **activity**. All sim activities should be developed based on identified learning or assessment objectives. All activities utilizing HSSC resources must be approved by the HSSC prior to first delivery. Atypical supplies are the responsibility of served entities. New activities must be developed collaboratively among served entity personnel and HSSC staff to ensure quality of delivery, feasible logistics, and appropriate matching of resources with needs. Served entities are the arbiters of suitability of sim activity. The information required to plan for delivery of activities is directly related to resource needs and should be captured and recorded by the HSSC for ongoing use. Some examples:

- A lab station that requires no physical HSSC resources should appear in participant preparatory information posted by the HSSC prior to a sim session.
- A session wrap-up may require only learning space.
- A demonstration of technique may require equipment and/or learning or lab space.

Simulation Scenarios

A simulation scenario is characterized by a contrived but realistic setting in which one or more participants are tasked to function in a professional role. As for other simulation activities, served entities are the final arbiters of the suitability of a scenario to learning or assessment needs.

Although there is inevitable variability in the design and execution of simulation scenarios, the responsibility of the HSSC and Simulation Program to ensure quality and promote best practices is heightened in this realm. Scenarios are definitive of Simulation Education and much research concerning the effectiveness of SimEd hinges on distinct, repeatable methods. It is incumbent upon the Sim Program to provide evidence-based support and resources to that end. It is in the interest of all stakeholders for served entities and instructors to give full consideration to the information and methods set forth by the Simulation Program.

Design and Delivery

Stated objectives should drive scenario design. Scenarios must be deliberately crafted in such a way as to connect experiential learning or assessment with objectives in a quantifiable way. These connections must be clear during either the scripted part of the scenario or during debriefing. The basic sequence of scenario events is as follows:

1. Participants are provided with calibrated information prior to execution of the scenario.
2. Direct participants enter the setting and the scenario unfolds.
3. All participants are facilitated in a structured debriefing period.

An initial meeting among served entity personnel and HSSC staff is required to launch design and development for new scenarios on a trajectory that can ultimately provide a fit for objectives, resources, and best practices. A collaborative meeting is likewise mandatory to evaluate and plan for existing or imported scenarios prior to first delivery.

Scenarios may be delivered to participants in variable formats based on resources, participant and instructor cohorts, learning needs, and session logistics. The design and delivery model of a scenario are interrelated and should be considered simultaneously. Examples of delivery models:

- a scenario executed by two direct participants and broadcast to a large cohort of indirect participants used as an engagement strategy
- a small cohort rotating direct and indirect participation in a sequence of evolving scenarios
- a single scenario repeated for each participant in a group prior to debriefing of all participants together
- multiple related scenarios executed concurrently and all participants debriefed afterward

The logistics implied by a scenario design and delivery model can be complex. The HSSC staff bears final responsibility for evaluation of feasibility of delivery of scenarios. Served entities bear final responsibility for establishing and maintaining scenario validity and currency with clinical standards of care.

Structure

The information necessary to prepare for and execute a scenario is organized according to the intersection of served entity and Simulation Program needs. The following categories of information are required to minimally describe any scenario delivered using HSSC resources:

- identifying information unique to the scenario,
- served entity (entities) and targeted participants,
- curricular or assessment objectives served by the scenario,
- a description of the scenario setting,
- relevant client data,
- resource needs,
- the scripted/programmed sequence of events,
- supporting information for participants and instructors,
- appropriate preparatory information for participants, and
- scenario revision history.

Data points in the scenario structure categories can vary according to specific scenario and served entity requirements. The Simulation Program and served entities share responsibility for updating scenario information.

Debriefing

Debriefing is the most critical component of a simulation scenario. It is incumbent upon instructors to pursue advanced debriefing skills and upon sponsoring entities to support instructors in this pursuit. The Simulation Program will provide effective orientation and comprehensive professional development opportunities related to SimEd debriefing.

Resources

The Simulation Program maintains and administers a repository for all scenario information, whether created collaboratively or imported. The HSSC staff organizes, maintains, grants access, and disseminates this information to served entities, instructors, participants, and outside educational faculty and administrators as requested.

The Simulation Program also provides scenario design and support resources in the form of document templates. The formats of all tools and resulting scenario materials can be varied to suit the needs of served entities. As the primary source of design and support tools, the Simulation Program is expected to promote consistency of SimEd materials and cohesion of the scenario information repository.

Audiovisual Recording

By default, video recordings are made of all simulation activities delivered in lab spaces. Recordings outside lab spaces can be made on request subject to available resources. Recordings are available to instructors per the [Operations: Audiovisual Recording](#) policy.

Curricular Evaluation

All simulation sessions are subject to student evaluation. The Simulation Program will administer evaluations electronically and collate results. All evaluations will provide a space for unstructured feedback. Anonymized student evaluations will be available for review by instructors and will be used for simulation activity and Sim Program quality improvement.

Post-session conferences among instructors and HSSC staff will be held and minutes captured by the HSSC for ongoing quality improvement. Session design and support materials will include a facility for instructor feedback and revision tracking.

The Sim Program will solicit evaluations at regular intervals from instructors and participants of Constituent Programs. Results will be collated and inform ongoing quality improvement and HSSC projects.

The Fiction Contract

Where realism is compromised and a simulation component does not appear or function in an expected way, participants may be expected to compensate by performing an unrealistic or non-obvious action. These discrepancies between what is “actual” and what is “acted” add cognitive load to participants, which impinges on learning capacity. Because the problems must be minimized but are unavoidable, the HSSC asks participants to be party to a “Fiction Contract”.

The essence of this agreement is that the HSSC and instructors will strive to provide the most realistic simulation experiences possible and participants will strive to treat simulations as much like real events as they are able. The details of this agreement are conventions and protocols that establish participant cues and actions to resolve limitations in realism for simulation. For example, if patient simulators do not have measurable skin temperature, that information will be available in pre-brief materials, displayed on a bedside monitor, or attached to a thermometer.

The HSSC will maintain and publish a list of conventions common throughout the facility and embedded commonly in Simulation Program. As part of pre-briefing for all simulation sessions, instructors should revisit the Fiction Contract with participants and refresh salient elements.

Guidelines

A summary of the Simulation Education policy and associated HSSC operations will be prepared by HSSC staff. This document will be reviewed annually and approved by the PLG for publication under separate cover. The HSSC Guidelines will be publicly available online and the specifically referenced in the Simulation Program infrastructure. Printed copies will be posted in HSSC learning spaces.

Simulation Education accepted by PLG on November 24, 2015

** Revisions accepted on December 04, 2015

5. Scheduling

Background

All HSSC resources – space, equipment, supplies, and staff – are available to HSSC users. Comprehensive scheduling ensures that resources are allocated and used efficiently, equitably, and to greatest effect.

Priority of Usage

Scheduling of HSSC resources will be prioritized as follows:

- A. Simulation for students of Casper College Health Science Programs
- B. Simulation for other Casper College entities
- C. Simulation for outside entities
- D. Tours for Casper College entities
- E. All other tours

Reservations

Reservations are required for use of all HSSC resources. To facilitate scheduling and to meet institutional and internal data-capturing needs, reservation requests are managed exclusively through online systems. In cases where requesters do not have access to these systems, HSSC staff will arrange access or proxy requests through the systems on a case-by-case basis.

Reservations are not considered finalized until confirmed by HSSC staff. Confirmations will be documented and scheduled events will be published to an online calendar. Modifications to reservations can be requested by direct contact with HSSC staff and must be confirmed. Simulation, tours, and other uses of HSSC space and/or staff should be treated as exclusive; overlapping timeslot requests should not be submitted.

Request Timing

Ideally, all events should be scheduled one school semester in advance. All reservations are subject to minimum lead times. HSSC staff cannot process requests submitted within these minimum windows. Exceptions may only be arranged at the discretion of the Simulation Program Director and only with concurrence of HSSC staff.

Equipment

Requests to use HSSC equipment outside the Center must be submitted two weeks in advance of the day of delivery. Refer to [Operations: Equipment Loan](#).

Tours

Requests for organized tours must be submitted two weeks in advance of the day of the tour. Refer to [Operations: Tours](#).

New Simulation Events

Requests for Simulation events that have not been presented previously must be made at least six weeks in advance of the target reservation date. If design and planning for the new event are not completed on schedule the reservation is subject to cancellation. Refer to [Simulation Education: Curricula: Simulation Scenarios](#).

Existing Simulation Events

Requests for Simulation events that have been presented at least once before must be made at least four weeks in advance of the target reservation date.

Outside Usual Hours of Operation

Requests for times outside normal HSSC working hours must be made at least six weeks in advance of the target reservation date. Refer to [Administrative: Hours of Operation](#).

Implementation

As stewards of all HSSC physical resources and of their own time, HSSC staff are charged with primary responsibility for scheduling. Simulation planning meetings, staff development, down-time for maintenance, and other time needs precluding simulation and tours must be scheduled as events and published to the online calendar. Session setup and teardown times must be incorporated into event scheduling. Scenario reset times must be accounted for in session design with educators.

Scheduling Conflicts

Reservations are typically accommodated on a first-come, first-served basis. Depending on resource allocation and internal needs, the HSSC staff has discretion over initial scheduling.

To ensure quality experiences for all stakeholders, scheduled events will be treated as exclusive reservations of all HSSC space and staff. Requests for timeslots within two hours of a published event will not be confirmed. Re-scheduling, double-booking, or overlapping of timeslots may be arranged at the discretion of the Simulation Program Director and only with concurrence of HSSC staff and the holder of an original reservation. The Dean of the School of Health Science is the final arbiter of scheduling conflicts.

Cancellations

Reservations are automatically cancelled for any Casper College closure. Should a user need to cancel a reservation for any reason, HSSC staff should be informed as early as possible. In the event that the HSSC must cancel a reservation, HSSC staff will notify the Dean of the School of Health Science and the reservation holder. Also, every effort will be made to notify other affected persons including faculty, staff, and students.

Scheduling accepted by PLG on October 02, 2015

6. Facilities Operations

General

Operations at the Health Science Simulation Center are coordinated and accomplished by staff in collaboration with served entities. This Operations policy is in place to provide clarity, to define responsibilities, and to facilitate that collaboration.

Resources

Resources of the HSSC fall into three categories: physical space, equipment, and personnel. All resources are shared among served entities and available for delivery of Simulation Education per the [Scheduling](#) policy.

Physical Space

The HSSC physical space is contiguous the Saunders Health Science Center. Common areas include corridors, restrooms, and a waiting area, all accessible as part of the Health Science building. The lab space is separated into two suites, each comprised of a prep area and two hospital rooms. Learning spaces include one dedicated debriefing room, two multi-purpose rooms, and the large classroom on the second floor of the Health Science building. Operational spaces include control rooms, offices, and storage areas. Floorplans are available in [Appendix B](#).

As property of Casper College, custodial and physical maintenance of space is assumed institutionally. It is imperative that HSSC personnel communicate special circumstances to college personnel in cases where space is prepared for simulation sessions in such a way as to appear to be in need of maintenance.

Equipment

The HSSC houses a variety of fixed and mobile equipment. Much of that equipment is technologically sophisticated and expensive. Management and maintenance of equipment is central to operations and detailed below.

Personnel

The [Administrative](#) policy outlines staffing of the HSSC. Personnel are dedicated and indispensable to all HSSC operations. Any assignment of personnel outside HSSC operational roles should be scheduled and must be approved by the Program Director and Dean.

Physical Access

Common areas of the HSSC are contiguous with those of the Casper College Health Science building. Usual access is managed through locked external doors by the Campus Security Department. The Program Leaders Group has keyed access to common areas. Normal hours of access typically precede and follow normal [Hours of Operation](#) of the Center.

Learning and lab areas have locking doors and are secured outside normal hours of operation or in the absence of HSSC staff. These doors are keyed in like manner to other Health Science

building classrooms and SoHS faculty have off-hours access. Office, operational, and storage areas are uniquely keyed and full-time HSSC staff manage access to these spaces.

In the absence of HSSC staff, access to any HSSC space can be obtained through the Dean's office. All unmanaged access to HSSC spaces should be recorded and HSSC staff notified.

At the discretion of HSSC staff, access to any area can be restricted to protect confidentiality on behalf of served entities and participants in simulation activities.

Communications and Records

For primary communications the HSSC will utilize infrastructure provided through Casper College. Internal and external communications will be in electronic format and stored for reference in every possible circumstance. To the extent possible, minutes will be recorded for meetings and conversations will be documented.

In like manner, institutional office automation and record-keeping tools will be employed whenever feasible for day-to-day work and HSSC internal and collaborative projects. The Information Technology Department will be consulted prior to adoption of third-party solutions.

Security of Information

The Simulation Program will employ Casper College institutional infrastructure to secure all digital educational records and curricular support material. Operational information will be stored in like manner. Wherever possible, digital copies of printed matter will be kept. Hardcopy will be secured in HSSC operational space.

Access to all information will be managed by HSSC staff. Where information must be shared with served entities and access is not feasible through the CC infrastructure, precautions will be taken to ensure security. A privacy statement will accompany all shared information.

Confidentiality

It is the shared responsibility of served entities, HSSC staff, and all participants to maintain applicable standards of confidentiality. Where there exists variability in the needs of served entities, the HSSC will adopt the more restrictive of standards. The HSSC is responsible to reinforce confidentiality standards regularly for all personnel and participants.

It is the responsibility of served entities to educate their personnel and participants and the HSSC staff of specific confidentiality needs, standards, and/or procedures. Where no specific needs are enumerated, the HSSC will adhere to applicable Casper College standards and U. S. Department of Education Family Educational Rights and Privacy Act ([FERPA](#)) requirements.

Equipment

The HSSC houses genuine and mock healthcare equipment, simulation-specific equipment, and equipment dedicated to operations. A standard equipment list is maintained by HSSC staff. Non-standard equipment may be employed by served entities with approval from HSSC staff.

Standard Equipment

All four HSSC patient rooms are configured for acute care by default. In addition to typical furnishings and basic patient care equipment, these setups include an IV pump, a wall-mounted multi-function monitor, and a laptop charting computer. All patient care rooms are equipped with audiovisual broadcast and monitoring capability as well as telephone-style intercom systems for communication with control rooms.

Control rooms are outfitted with consoles for operation of AV recording equipment and computers outfitted to control any of the HSSC high fidelity patient simulators. Learning areas are equipped with monitors to display AV broadcasts and recordings and for Internet access. Common areas are outfitted with digital signage to display current events and logistical information for sim sessions.

Acquisition

The HSSC makes major equipment requests through the School of Health Science requisition process alongside Constituent Programs. The Dean prioritizes these requests with input from Program Leaders. Requests from the SoHS then pass into the Casper College institutional budgetary process.

The HSSC may accept donated equipment that serves an identified need and meets safety and quality standards. All donations are accepted at the discretion of HSSC staff.

Maintenance and Care

Equipment is maintained and cared for by HSSC staff according to manufacturer guidelines and internally identified needs. Records of periodic maintenance and warranty work will be maintained. User manuals and other relevant end-user information should be available. Idiosyncrasies of specific equipment operation, care, and maintenance should be documented and organized for HSSC staff access and use in orientation of users.

Loan

All transportable healthcare and simulation equipment is available for loan to Constituent Programs. Equipment must be reserved through the HSSC scheduling system according to the [Scheduling](#) policy. Equipment loans to other served entities are made on a case-by-case basis, are subject to [campus equipment use policies](#) and must be approved by the Program Director, Dean and appropriate Vice President.

Equipment-specific orientation and training is required prior to delivery of any equipment. Loans are tracked and records maintained by HSSC staff. Borrowers will be held responsible for repairs or replacement necessary as a result of negligence or misuse.

Damage and Repair

All damage to HSSC equipment should be brought to the attention of HSSC staff as soon as possible. Costs of repairs or replacement will be managed through maintenance or warranty agreements or the HSSC budget. Costs may be recouped from served entities in case of negligence or misuse of equipment.

Off-site Utilization

Equipment can only be used outside the Casper College campus if accompanied by HSSC staff. Off-site use must be approved by the Program Director and the Dean.

Supplies

The HSSC is outfitted with genuine and mock healthcare supplies for the needs of simulation activities. The Center provides common supplies related to day-to-day, uncomplicated client care including those supplies necessary to operate HSSC equipment. Examples include personal protective equipment, ECG electrodes, bandaging supplies, and mock medications. A standard supply list including a formulary of mock medications is maintained by HSSC staff.

Supplies needed for complex activities or atypical care are to be provided by served entities. Examples include sterile procedure kits and specialty medications. Inordinate amounts of standard HSSC supplies used for sim activities may also be the responsibility of served entities. Any non-standard supplies must be cleared for use the HSSC by staff. Necessary modifications, such as removal of liquids incompatible with simulators, are the collaborative responsibility of the Center and the served entity.

Simulation-specific supplies are the responsibility of the HSSC. Examples include mock body fluids and simulator-compatible replacements for sterile lubricants.

Acquisition

Supplies are purchased through appropriate vendors or otherwise acquired through donations. The HSSC may accept donated supplies that serve an identified need and meet safety and quality standards. All donations are accepted at the discretion of HSSC staff.

Organization

Standard healthcare supplies are stored in lab areas accessible to participants. Storage is either clearly marked or reflects common use, such as patient care items in bedside stands. Where supplies are secured, such as locked medication drawers, participants temporarily hold keys.

Healthcare supply stocks and non-healthcare supplies are stored in secured operational areas. Where items are not clearly identifiable, shelving and bins are labeled.

All shelving and cabinetry locations are coded and cross-referenced with supply lists.

Inventory

Supplies are inventoried by HSSC staff regularly and on an ongoing basis. Supply needs for simulation activities are assessed as part of session planning and compared to stocks. Inventory is checked as part of activity setup and teardown. A comprehensive inventory is completed at every Casper College semester break.

Re-Use

Standard HSSC supplies will be salvaged, repackaged, and re-used for simulation activities at the discretion of HSSC staff. Any special instructions for participants in this regard will be enumerated by HSSC staff and supplied in writing for incorporation into activity pre-briefing material.

Salvage and repackaging of served-entity supplies will be negotiated on a case-by-case basis and documented in Sim Program materials. No re-use is permitted that controverts usual safety precautions. No hazardous materials or supplies expended into a sharps container will be re-used.

Delivery of Simulation Activities

All resources and operations at the HSSC are directed toward the primary objective of delivering Simulation Education to participants. Delivery is complex and necessarily a collaborative effort. Successful completion of the components outlined below depend upon flexibility on the part of all personnel.

Curricular Support

The Simulation Program will offer curricular support for design and delivery of activities. These materials will be housed and offered through Casper College academic infrastructure. The Digital Learning Center will be consulted prior to adoption of third party solutions.

Planning

Activity planning is a shared responsibility. The HSSC staff will provide and maintain an effective and accessible system that supports the [Scheduling](#) policy. Planning meetings among served entities and HSSC staff will be integrated into scheduling in a way to maximize efficient use of time. Records of meetings will be kept and results of meetings will be operationalized by HSSC staff. Specifically, curricular and delivery support materials will be put in place for the use of served entities as a result of planning meetings.

Setup

The primary responsibility for activity setup lies with the HSSC. For atypical, complex, and/or extensive setups, responsibility may be shared. The HSSC staff is the final arbiter of setup responsibilities for any given activity.

Execution

Activities typically require both served entity and HSSC personnel for execution. Generally speaking, sponsored instructors will pre-brief participants, operate simulators, initiate and terminate audiovisual recordings, and facilitate debriefing. Coordination of logistics, technical support, and troubleshooting will generally be the responsibility of HSSC staff.

Facilities Turnover

Turnover of facilities is primarily the responsibility of HSSC staff, with the caveats mentioned for activity setup. It is the responsibility of HSSC staff, during activity planning, to ensure adequate timing of activities to allow for turnover.

Observation

In all cases, observation of sim activities must be managed. It is the shared responsibility of served entities and HSSC staff to ensure that no person engaged in a simulation activity is observed without his or her knowledge and consent.

Personnel

All participants in all simulation activities are subject to observation by HSSC staff. Personnel from served entities, especially sponsored instructors involved in delivery of the activity, typically observe activities. Participants must be informed of these necessities prior to any sim activity.

Participants

Where participants in sim activities observe other participants as part of an activity, all participants must provide consent and agree to keep observations confidential. Sponsored instructors hold responsibility to include relevant information, including the educational purpose of observation, in participant pre-briefing.

Where participants in an activity may be incidentally observed by participants in other activities, such as where cohorts from multiple served entities are in the HSSC concurrently, participants must likewise be informed, give consent, and agree to confidentiality. It is the responsibility of HSSC staff to inform instructors and participants when concurrent activities present this possibility.

Outside Observers

Observation of any activity by anyone other than involved personnel and participants must be cleared through HSSC staff. Participants and personnel must be informed and give consent prior to observation. Outside observers must be informed of relevant confidentiality requirements.

The sponsor or host of any group is responsible to schedule and clear all observation in advance. At the discretion of HSSC staff, access to any area of the HSSC by any group can be declined to protect confidentiality on behalf of personnel and/or participants.

Records

Records of simulation activities are kept by HSSC staff. Data kept include served entity, activity descriptors, instructor and participant count, and times and sequences of events.

Tours

Tours can be scheduled by any entity subject to the [Scheduling](#) policy. Tours can be formatted to suit audiences. Unscheduled tours will be accommodated at the discretion of HSSC staff.

Audiovisual Recording

The HSSC is outfitted with fixed and mobile audiovisual recording equipment. Recordings are regularly made per HSSC standard practice. Recordings may be created to serve other purposes in accordance with this policy and subject to suitable equipment and availability.

Standard Practice

By default, the HSSC creates AV recordings of simulation activities in lab areas. Recordings may also be made of activities in other areas, including those delivered outside the HSSC. Debriefing may be recorded in learning spaces.

It is the responsibility of Constituent Programs to elucidate the standard practice as part of student orientation. It is the responsibility of the Simulation Program to ensure that other served entities and participants are made aware of the practice prior to delivery.

Purpose and Use

Recordings of sim activities may be archived and used internally by HSSC staff for training and/or quality improvement of the Simulation Program.

Recordings can be provided to instructors for purposes of review and/or debriefing. On-campus broadcast or copies of these recordings on portable media are available to directly involved instructors for one week after the activity. Copies must be signed for and returned after one week.

Recordings may be made available for other purposes at the discretion of HSSC staff subject to all other provisions of this policy.

Access and Confidentiality

Access to recordings is administered by HSSC staff. It is the responsibility of all users to uphold confidentiality standards when using recordings for any purpose and to ensure that participants who view recordings are reminded of these standards.

Consent

It is the shared responsibility of the Center and served entities to ensure that personnel and participants are informed of the standard AV recording practice at the HSSC.

Written permission from any party depicted in a recording must be obtained for use of recordings for any purpose other than those stated here.

Facilities Operations accepted by PLG on December 04, 2015

7. Human Operations

Integrity and Ethical Conduct

We believe that service to the Center [Mission](#) and realization of our [Vision](#) must be accomplished in an atmosphere of integrity and through ethical conduct. We know that the inherent complexity and importance of Simulation Education can create circumstances where a course of action is unclear and that decision-making can have moral and ethical implications.

We offer these principles as a statement of our beliefs and as guidelines for the promotion of integrity and ethical conduct of staff, users, and participants.

Personal and Professional Integrity

Healthcare providers are held to high standards in practice. Though we are not engaged in actual practice or with actual clients, these same high standards are those to which we should aspire in our work. All persons should demonstrate honesty and consistency in their efforts and in all dealings with others.

Responsibility and Accountability

Our work is complex. Our success depends in large part upon fulfillment of responsibilities, both shared and individual. Accountability is likewise essential to success, both in cases of expected and unexpected events. We believe all groups and individuals should be prepared to assume responsibility and be accountable for their actions.

Respect for Others

We acknowledge the efforts of all contributors to what we do. Respect for others is inherent in our commitment to a culture of [interprofessionalism](#) and our [basic assumption](#) of participants. We believe in equitable opportunities for and treatment of all individuals regardless of personal differences.

Transparency

Operations and education depend upon collaboration. A high level of trust among all parties is essential to this collaboration. We believe that transparency helps establish and maintain this necessary level of trust. All operations and decision-making should be made based on rationale that includes consideration for any involved party. We believe that where feasible, rationale should be shared prior to action.

Conflicts of Interest

The Center is a complicated environment and Simulation Education is a complicated endeavor. Given the myriad of individuals involved, it is inevitable that conflicts of interest will arise. We believe that these conflicts are best dealt with openly and that it is a personal responsibility to divulge and address conflicts.

Public Relations

As part of Casper College, the Center is a public entity. Center staff and resources may be part of college outreach or other community-oriented events. For all relevant public relations matters, Center staff collaborate with the Office of College Relations.

Marketing and Information Dissemination

All HSSC marketing material is subject to the Casper College [Advertising](#) policy.

Web Information

In collaboration with the Casper College Public Relations department, HSSC staff will maintain information on the college website. Full-time HSSC staff will be listed as contacts on the college [HSSC web page](#).

Official Media Policy

All official media contacts are to be coordinated through the Office of College Relations in conformance with the Casper College [Media Relations](#) policy. Any public reporting related to the Center must conform to the HSSC confidentiality policy.

Research

Research conducted using HSSC resources must conform to all protocols and policies governing served entities. Where protocols are not set forth, and for research conducted by the Simulation Program, Casper College [Institutional Review Board](#) policies apply.

Human Operations accepted by PLG on December 04, 2015

8. Fiscal

General

The HSSC is a department of Casper College and subject to School of Health Science and institutional [Finance](#) policies.

Fees

The HSSC does not charge fees. All served entities may be required to contribute materiel per the [Operations: Equipment](#) and [Operations: Supplies](#) policies. No other contributions are required of Constituent Programs. In-kind contributions are negotiated on a case-by-case basis with other served entities.

Annual Reporting

The Program Director shall prepare an annual Program Report for presentation to the SoHS Dean in like manner to those required of Constituent Programs. This report describes operations and accomplishments of the Simulation Program for the preceding year, institutional standing and contributions, strategic direction, and current strengths, challenges, and needs

Budgeting and Accounting

An annual budget is prepared by the Program Director as part of the Program Report. Accounting is the responsibility of the Program Director and must be accomplished through the Casper College institutional system.

Personnel and building maintenance and utility costs are provided for institutionally.

Purchasing

The Center adheres to Casper College [Purchasing](#) policies and procedures. The Program Director shall keep internal records of all purchases.

Approval

Purchases for budgetary line items are initially approved by the Program Director and subsequently approved by the Dean.

Reimbursement

Approved purchases under \$100 can be made by HSSC staff and reimbursed as petty cash through the college.

Fiscal accepted by PLG on December 04, 2015

9. Safety and Security

General

Safety and security are shared responsibilities among HSSC staff and users, participants, and all persons present in the Center. The HSSC is subject to Casper College [Safety and Security](#) policies and procedures in this regard. Any person acting in a manner that compromises safety can be declined admission to the HSSC or required to leave.

Psychological Safety

The Center acknowledges that Simulation Education may pose a risk to the psychological safety of participants. To minimize this risk, the Simulation Program promotes effective preparation of instructors, upholds a [confidentiality policy](#), and promotes a culture of [interprofessionalism](#) and a [basic assumption](#) of participants.

Equipment Safety

It is the responsibility of Center staff to ensure that all HSSC equipment meets safety standards. No person is authorized to operate equipment that may pose a safety hazard without appropriate training. It is the responsibility of the HSSC to provide for any necessary training.

Hazardous Materials

The HSSC complies with Casper College requirements for documentation and storage of hazardous materials. Safety Data Sheets are stored in an accessible location clearly labeled.

Sharps containers that meet healthcare industry standards are to be located throughout lab areas. All HSSC users and participants are to be informed that sharps are to be handled and disposed of with the same caution as in a healthcare setting. Full sharps containers disposal should be arranged through an agency affiliate or according to industry standards.

The HSSC uses equipment that may result in exposure to latex. It is the responsibility of the HSSC to ensure all personnel and participants are made aware of this possibility.

Emergencies

Response to emergencies will depend upon the nature of the event but should not be delayed and should include contact with Casper College Campus Security and Emergency Services. Center staff should have access to and be familiar with the Casper College Emergency Response Guide.

Contact Information

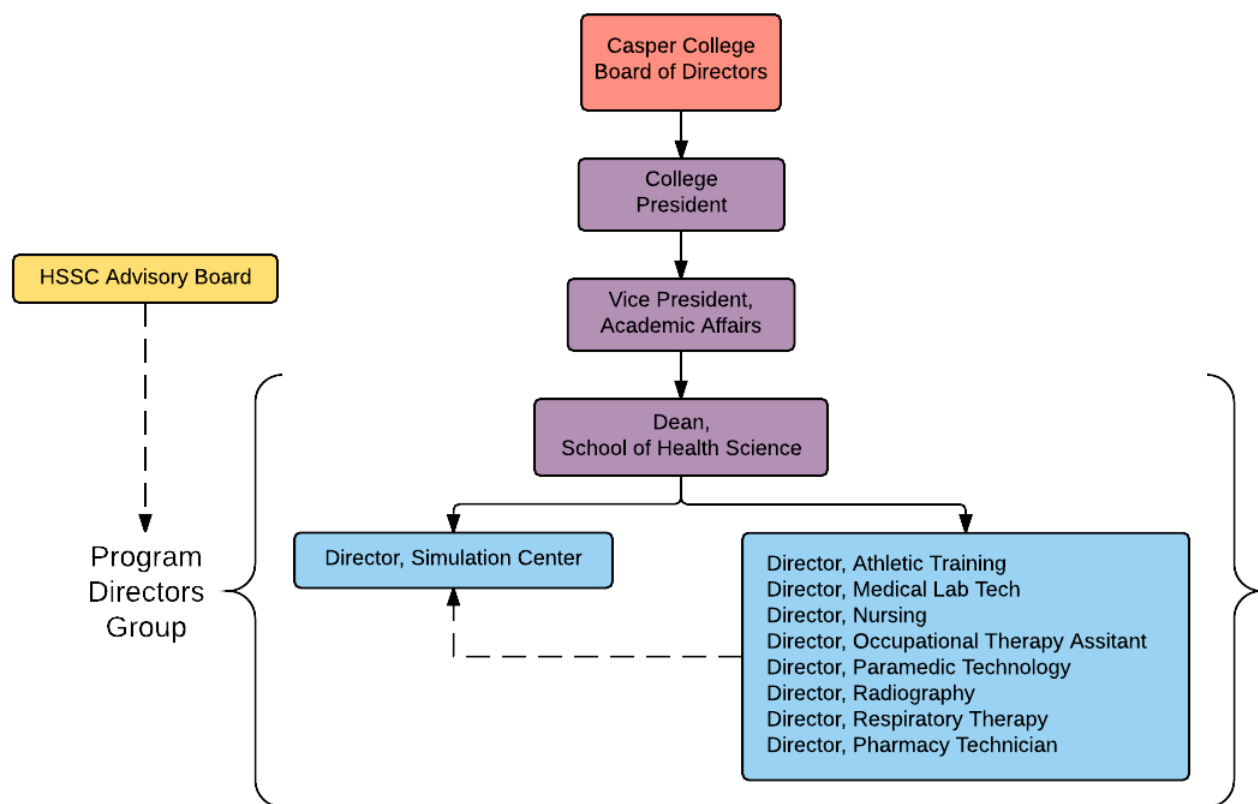
Campus Security can be reached at 268-2688.

Safety and Security accepted by PLG on December 04, 2015

APPENDICES

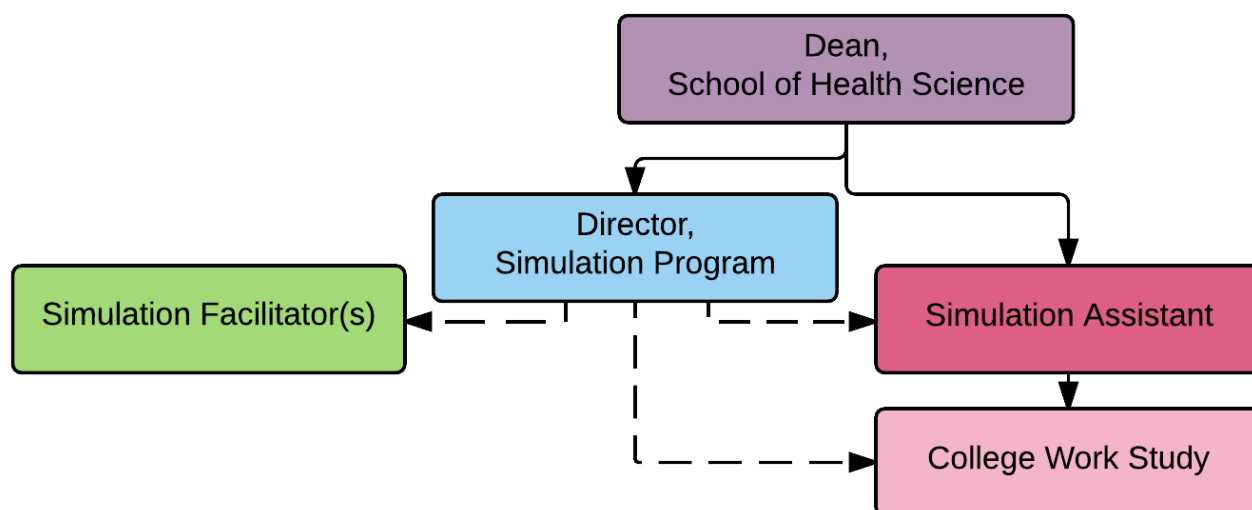
Appendix A: Organizational Charts

Appendix A.1: Casper College / HSSC Governance



- Solid lines represent direct authority.
- Dashed lines represent advisory/governance responsibilities.
- The Program Leaders Group (School of Health Science Program directors and the Dean) weighs Advisory Board input for Simulation Center projects and direction.

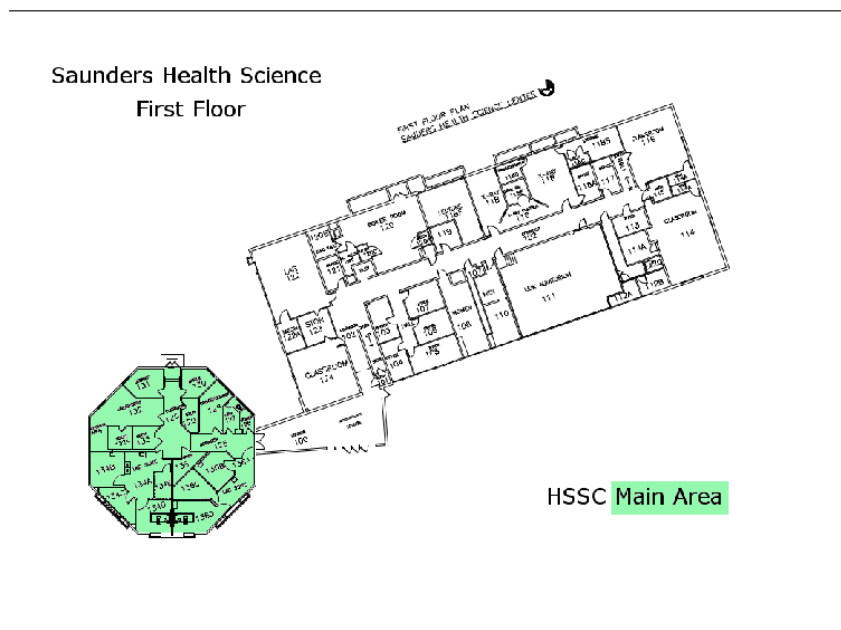
Appendix A.2: HSSC Personnel Structure



- Solid lines represent direct authority.
- Dashed lines represent supervisory/leadership responsibilities.

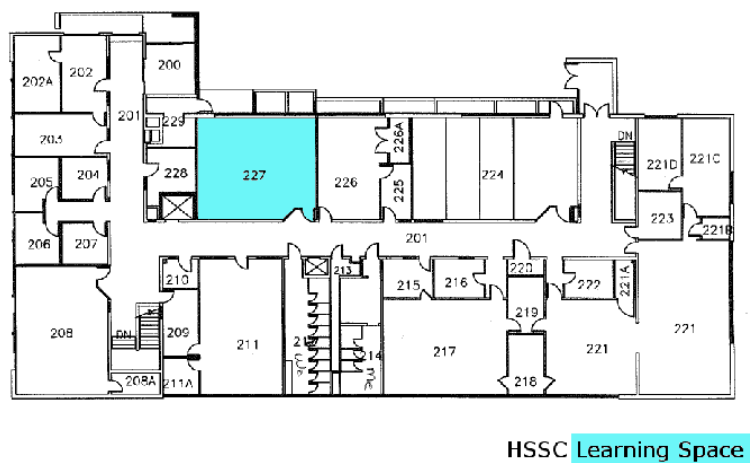
Appendix B: Floorplans

Appendix B.1: Saunders Health Science Center



HSSC Main Area Location: First Floor (Octagonal Area)

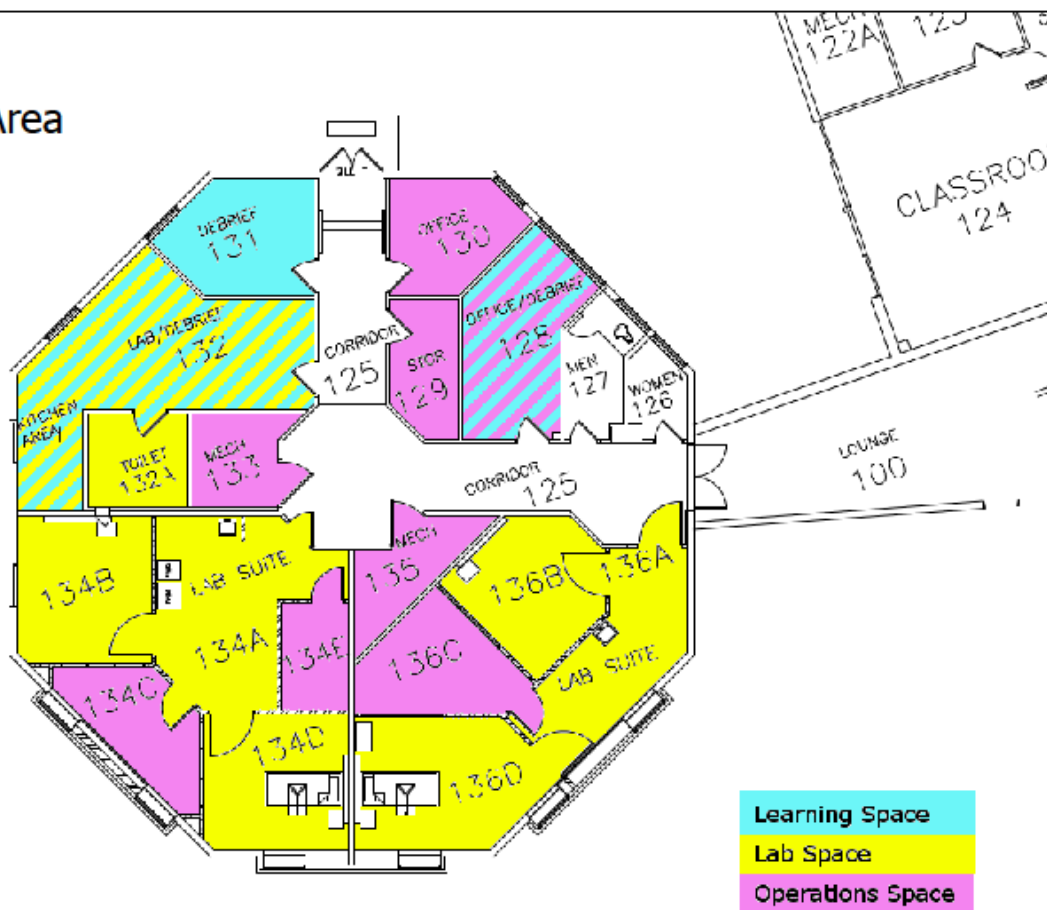
Saunders Health Science Second Floor



HSSC Learning Space: Second Floor Room 227

Appendix B.2: Health Science Simulation Center Main Area

HSSC Main Area



Common Space: 125, 126, 127

Lab Space: 134, 136, 132

Learning Space: 128, 131, 132

Operational Space: 128, 129, 131, 132, 133, 134C, 134E, 135, 136C