

The College of New Jersey
School of Nursing and Health Sciences
Policy and Procedure Manual for the
Clinical Skills and Simulation Laboratories

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Mission Statement for the School of Nursing and Health Sciences

The mission of the School of Nursing and Health Sciences (SON) is congruent with the mission of The College of New Jersey in promoting excellence, valuing diversity and providing a service to society from within a diverse community of learners. The mission of the SON is to serve the people of New Jersey and the nation by preparing professional nurses at the baccalaureate and masters levels and by ensuring that all graduates are prepared to be successful, ethical and visionary leaders in a multicultural, technological and increasingly global world. The SON will accomplish its mission by emphasizing caring, critical thinking, independent judgment, clinical and ethical decision-making and autonomous behaviors.

Mission of the School of Nursing and Health Sciences Clinical Skills and Simulation Center

The program's mission is to provide the most realistic practical learning experiences possible, in a safe environment, that are grounded in nursing knowledge and theory, patient safety, evidence –based practice and professionalism. The simulation center uses innovative methods to enhance our students' education, while assisting in the development of their professional practice.

To prepare professional (undergraduate and graduate) nurses who:

- Provide Patient-Centered Care
- Work in Interdisciplinary Teams
- Understand and Provide Safe Care
- Employ Evidence-Based Practice
- Apply Quality Improvement
- Have Enhanced Clinical and Ethical Decision-Making Skills
- Use Information Technology
- Emphasize Caring
- Are Enabled to Think Critically
- Can use Independent Judgment
- Showcase Autonomous Behaviors

Vision of the School of Nursing and Health Sciences Clinical Skills and Simulation Center

We will create and support healthcare professionals who are confident, competent, and empowered to provide the highest quality of patient care. Our students will be exemplars of the nursing profession within our community.

Code of Ethics

We at TCNJ SIM commit to abiding by and holding all faculty, staff, and students accountable to following the Healthcare Simulationist Code of Ethics, as well as the American Nurses Association Code (ANA) of Ethics. We aim to promote, strengthen, and support an ethical culture. Integrity, transparency, professionalism, accountability, and respect are expected by everyone in the department of nursing and should be maintained during their time in the simulation lab.

Simulation Standards

The College of New Jersey Simulation Center (TCNJ SIM) endeavors to follow the standards of best practice as established by the International Association of Clinical Simulation in Nursing (INACSL). These standards address terminology, the professional integrity of participant(s), participant objectives, prebriefing, facilitation, facilitator, the debriefing process, and participant assessment and evaluation. TCNJ SIM is endorsed by INACSL for excellence in applying the Healthcare Simulation Standards of Best Practice™



Certification for TCNJ-SIM Staff and Faculty

The TCNJ SIM supports the attainment of certification through the Society for Simulation in Healthcare (SSIH). These certifications include the Certified Healthcare Simulation Educator (CHSE), Certified Healthcare Simulation Educator-Advanced (CHSE-A), and Certified Healthcare Simulation Operations Specialist (CHSOS).

Accreditation

The TCNJ-SIM supports the accreditation standards provided by the Society for Simulation in Healthcare (SSIH). The seven core standards include 1. Mission & Governance, 2. Organization & Management, 3. Facilities, Application & Technology, 4. Evaluation & Improvement, 5. Integrity, 6. Security, and 7. Expanding the Field (Society for Simulation in Healthcare, 2014a).

Simulation Course Syllabi Statement

Simulation will be included as part of the course pedagogy in order to help transition students into practice in a safe learning environment. Simulation provides students with the opportunity to develop competencies and decision-making skills utilizing real-life scenarios that are developed using INACSL Standards of Practice. All simulations will include pre-brief and debrief phases. During the debrief portion the facilitator will guide the student in reflective observation and critical thinking to buttress development in the students' professional practice. This pedagogy, as a safe environment, provides the opportunity for discussion about potential errors using professional dialogue and incorporating patient care and student priorities.

Simulation Open Lab Syllabi Statement

Successful completion of all open lab hour requirements is a mandatory component of this course. Open lab hours are integral to the learning experience and practical application of nursing concepts and skills. See individual course rubrics for percentage breakdown.

Facilities

FORCINA HALL
SIMULATION
CENTER, SKILLS LABS
A & B, PRIMARY
CARE LAB, AND
VIRTUAL REALITY LAB



GENERAL LABORATORY INFORMATION

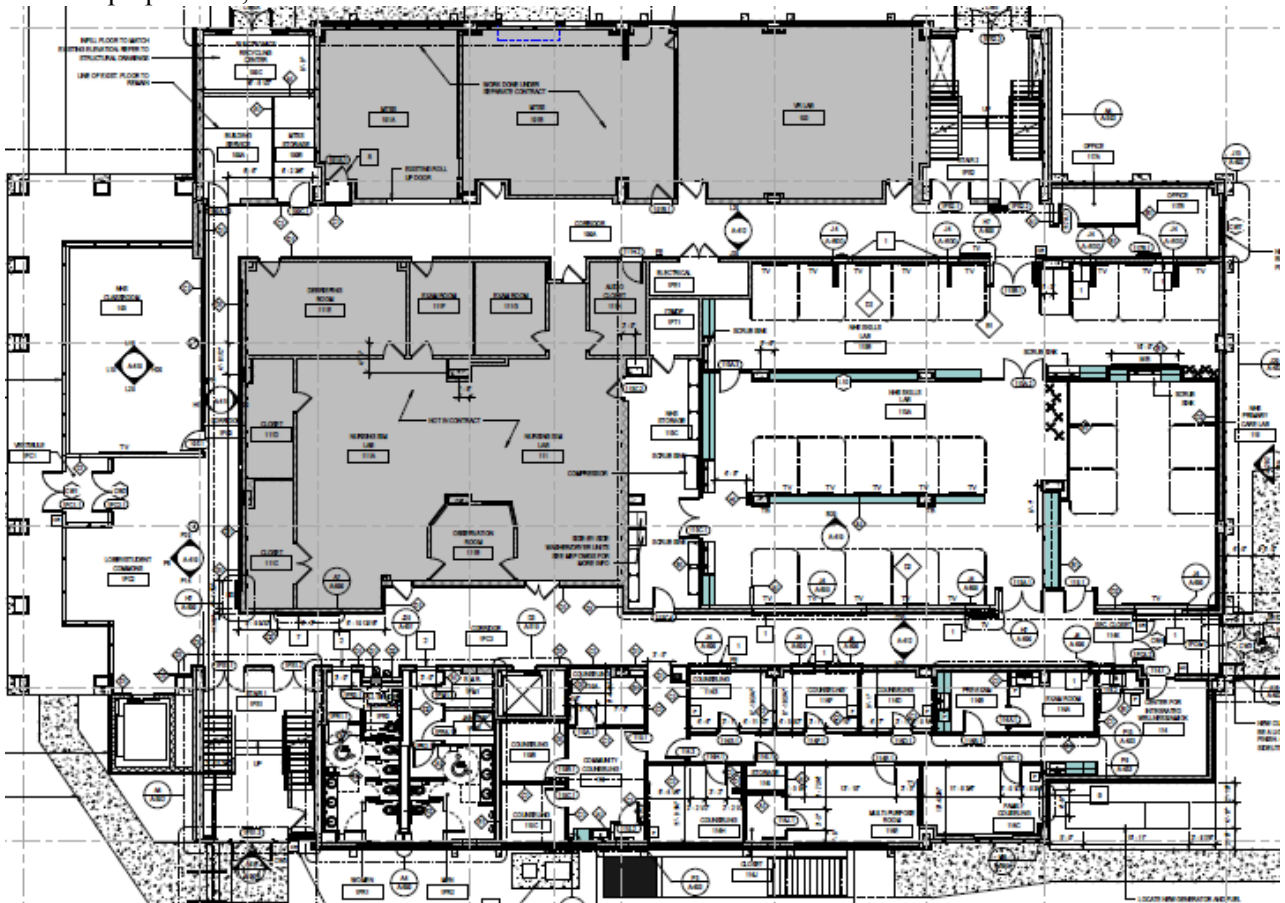
PHYSICAL DESCRIPTION:

Forcina Hall houses all of our current skills and simulation areas for the SON.

Forcina Hall 119 has a lecture area with a smart classroom for 15 students. The rear of the room is set up to reflect either a clinic or emergency room with examination tables, examination lights and examination stools with curtains around each of the examination areas. Cabinets house supplies.

Forcina Hall 115A and B, Nursing Skills Labs A and B, has tables and chairs across from each hospital bed to allow work areas for the students. Throughout both labs A and B there are 18 hospital beds and various high fidelity manikins, medium fidelity manikins and task trainers. There is also a high fidelity artificial intelligence (AI) mannequin which responds back to the learners when questions are asked. There is compressed air available to simulate oxygen and medical air as well as suction. Closets and cabinets house supplies.

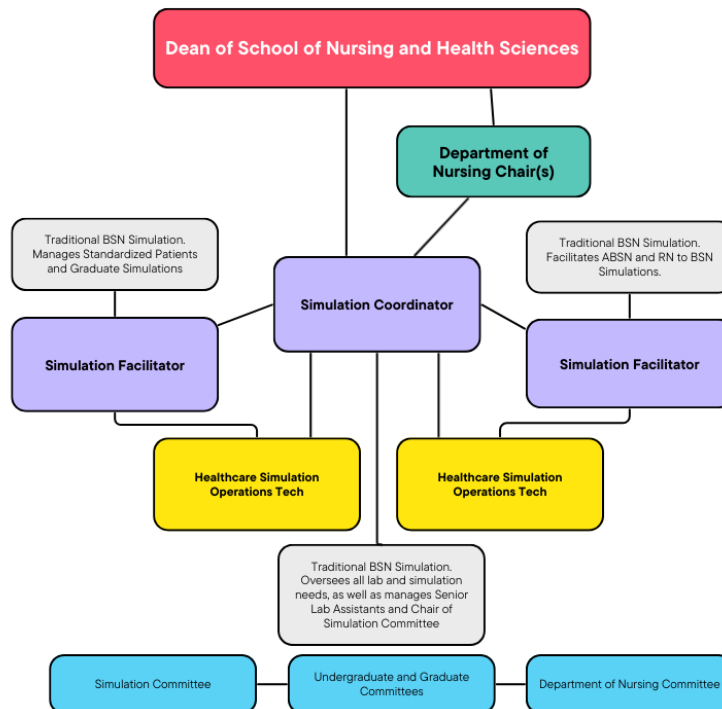
Forcina 111, Nursing Simulation Laboratory, has five beds and two primary care examination rooms. There are sinks at all patient care areas. There is also one debriefing room with a television to review recordings. This area has full AV equipment and all areas can have sessions recorded using our Learning Space technology. Telephones are included into the AV recordings. High fidelity manikins as well as standardized patients can be used in this center. The two examination rooms have outside entrances. Closets and cabinets house supplies. A code cart, isolation cart, medication administration system cart and maternity suite equipment is available at this site. There is a control room for the AV equipment. An additional classroom area, our virtual reality lab, in Forcina 103 can be used for virtual simulations, nursing skills demonstration, extra debriefing area, fish-bowl style simulation, a staging area for simulation preparation, and a traditional classroom.



GOVERNANCE

- TCNJ SIM is managed by the simulation coordinator and supported by the simulation facilitator and operations specialist. The simulation coordinator works closely with the nursing department chair, nursing faculty, and dean of the school of nursing and health sciences.
- The Simulation Committee will be formed with the simulation coordinator as chair. The committee will also include the simulation facilitator, the operations specialist, as well as at least two faculty members, one from undergraduate and one from the graduate program as well as two students, one from the graduate and one from the undergraduate program.
- The Simulation Committee will work closely with the Graduate and Undergraduate Curriculum committees, as well as report to the main department meeting.
- Recommendations for major equipment purchases and or supplies needs will be made to the committee with final approval by the dean within the budgetary constants. Daily supply and equipment repairs will be handled by the operations specialist in consultation with the coordinator.
- The Simulation Committee will review the strategic plan annually which then gets approved by the department of nursing.

TCNJ Nursing Simulation Lab Organizational Chart



Simulation Description

Simulation is a “strategy – not a technology – to mirror, anticipate, or amplify real situations with guided experiences in a fully interactive way.” Simulation allows students to participate in a variety of scenarios to help them practice in a life-like, hands-on situation. During simulation, many times a simulator is used and this simulator “replicates a task environment with sufficient realism to serve a desired purpose.”

Definition obtained via <http://www.ahrq.gov/>

The simulation environment whether using a high fidelity mannequin or a standardized patient must be an environment of safety for the students and faculty alike where confidentiality is maintained.

Advantages include:

- Realistic client situations can be reproduced
- No threat to client safety and ethical concerns are minimized
- Active learning occurs
- Specific and unique client situations can be created
- Errors can be corrected and discussed immediately
- Consistent and comparable experience can occur for all students
- Maximal amount of learning time
- Experimentation and creativity are allowed
- Self-evaluation is promoted
- Feedback can be elicited
- Decision making can be promoted effectively

Simulation Scenarios and Skills Laboratory Sessions

During scenario sessions and laboratory sessions the student is expected to:

- Wash hands
- Introduce self to client if applicable
- Use standard client identification procedures if applicable
- Use standard precautions before, during, and after simulation experiences and laboratory experiences
- Demonstrate initial primary assessment and data collection skills (ABC's)
- Effectively communicate with client, families, peers, and other members
- Use the five rights of medication safely

Prebriefing

All participants in the skills/simulation laboratory should receive a thorough orientation to not only the environment and the manikins, but also to the expectations. For most simulations, there will be prework required prior to entering the simulation environment that will prepare the student to actively participate in the learning roles. A prebrief script will be followed by facilitators to ensure consistency.

Pework

If prework is assigned, it must be submitted on the Simulation Lab Canvas page by 0600 on the day of the simulation. If the simulation is a part of a lab or didactic course, failure to complete prework will result in the inability to participate and require the completion of an alternate assignment. If the simulation replaces a clinical day or is a part of a clinical course, failure to complete prework will result in the inability to participate and a clinical absence. If this is the first (1) clinical absence, attendance at a clinical makeup day at the end of the semester is required. Students who miss two (2) or more clinical days in one clinical course will not have the opportunity to make up clinical. The student will receive a grade of “W” for the clinical course and will be required to repeat the clinical and theory course the following semester, if eligible.

Debriefing

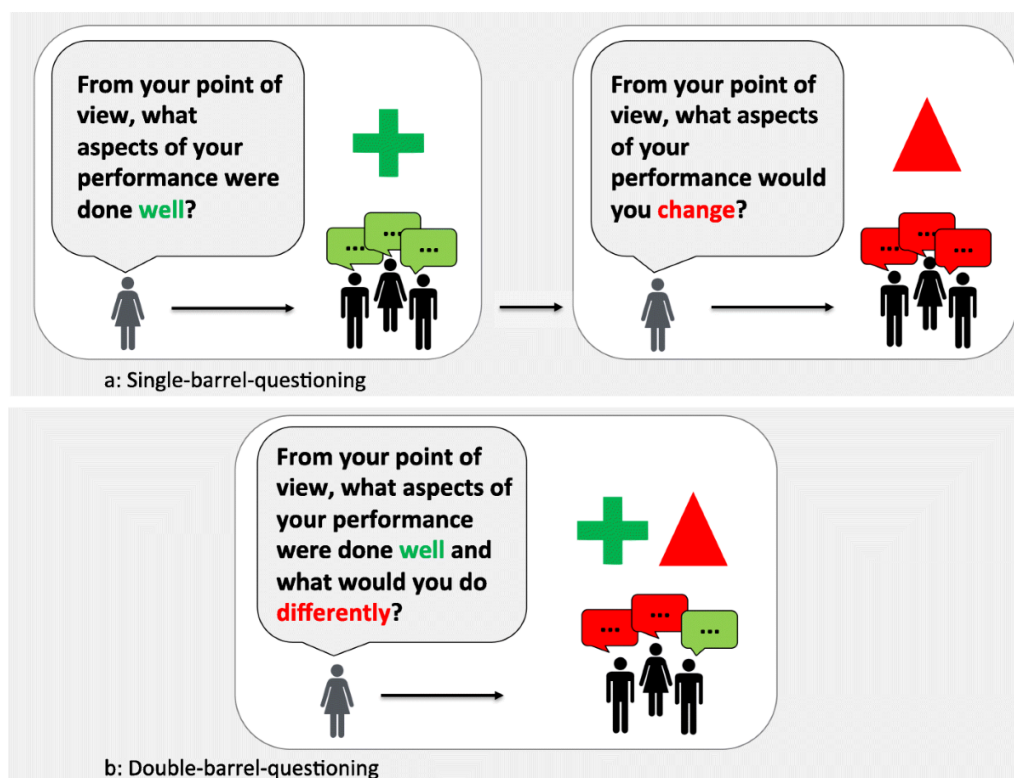
Debriefing provides immediate feedback and is a reflective critical thinking analysis and communication tool for participants of the simulation exercise. The purpose of the debriefing assessment is to provide an intensive post conference and active evaluative process driven by peers and instructors. Students participate in a reflective analysis of how they performed and answer critical thinking questions. Some recommended styles of debriefing are as follows: Structured Debriefing, Debriefing for Meaningful Learning, Debriefing with Good Judgment, DASH (Debriefing Assessment for Simulation in Healthcare). At TCNJ SIM we use the *PEARLS debriefing method*, as well as *Plus Delta* when appropriate.

Bajaj, K., Meguerdichian, M., Thoma, B., Huang, S., Eppich, W., & Cheng, A. (2018). The PEARLS Healthcare Debriefing Tool. *Academic Medicine : Journal of the Association of American Medical Colleges*, 93(2), 336. <https://doi.org/10.1097/ACM.0000000000002035>

The PEARLS Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]." Mini Summary (Use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/Summary	Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

The Analysis Phase	
Performance Domains	
The analysis phase can be used to explore a variety of performance domains:	
Decision Making	Technical Skills
Communication	Resource Utilization
Leadership	Situational Awareness
Teamwork	
Three Approaches	
1 Learner Self-Assessment Promote reflection by asking learners to assess their own performance	What aspects were managed well and why? What aspects do you want to change and why?
2 Focused Facilitation Probe deeper on key aspects of performance	Advocacy: I saw [observation], I think [your point-of-view]. Inquiry: How do you see it? What were your thoughts at the time?
3 Provide Information Teach to close clear knowledge gaps as they emerge and provide directive feedback as needed	I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].

Cheng, A., Eppich, W., Epps, C., Kolbe, M., Meguerdichian, M., & Grant, V. (2021). Embracing informed learner self-assessment during debriefing: The art of plus-delta. *Advances in Simulation*, 6(1), 22. <https://doi.org/10.1186/s41077-021-00173-1>



Inventory and Supplies

It is the policy of TCNJ SIM to maintain and update center facilities and equipment by inventory of usage. The center staff will replenish equipment and supplies as necessary to meet the needs of the users. The simulation center staff orders software, equipment, medical supplies, etc.; monitors equipment, and troubleshoots and resolves technical issues. When supplies are running low, the faculty members should notify simulation center staff to allow for restocking or ordering. Any damaged, malfunctioning, or missing equipment / furniture / supplies found must be communicated to the clinical simulation center's staff via email.

Equipment Acquisition, Storage, and Maintenance

Based on requests, needs, and available funds equipment will be acquired for the simulation center. Justification for the product is presented to the Dean and Provost after the purchase is reviewed by the simulation committee.

The operation specialist assesses all equipment biannually and as needed. Biannual and annual maintenance is performed on all equipment to ensure functionality. If the equipment is unable to be repaired inhouse, it will be sent out to the manufacturer for repair.

TCNJ SIM maintains maintenance contracts for software and AV equipment, as well as for some of the manikins. This includes annual and as needed maintenance. The operations specialist also is certified to perform repairs and maintenance on various simulators. History of the maintenance will be kept by operations specialists. Inventory of all supplies will also be kept. Storage of manikins currently is in the beds and other equipment is on shelving or in closets within the labs. List of supplies and location is available through either operations specialist or coordinator.

Simulation Vs. Patient Care Materials

TCNJ SIM is not affiliated with a healthcare institution and therefore does not have a mixture of simulation and actual patient care supplies/ equipment. All supplies, medications, manikins, and equipment are for simulation use only.

Videoing Recording

All students will sign and submit TCNJ SIM "Simulation Center Authorization Release for Photography & Video and Confidentiality Agreement" form at the beginning of their coursework (undergraduate in NUR230 and graduate in NURS633), which covers them for the entirety as a student.

The student forfeits all rights of the materials, and will not receive any payment of special services now or in the future. TCNJ SIM may use photos or audio/video recordings during the debriefing of a scenario, for evaluation with a rubric, and/or following the program for internal review and quality improvement by the faculty and staff. No recording will be used for promotional or marketing purposes without additional permission.

The video recordings are utilized for faculty feedback on student performance as well as for student viewing of their simulation event. Videos are stored locally on the TCNJ SIM servers for a period of one year (365 days) and permanently on the remote servers of Elevate Health. Access to videos is limited to only those participants directly involved in a particular video via a secure link they receive at the completion of their event.

Recording and Data Retention

There will be no identifiable data or records that TCNJ SIM will store outside of video recordings of simulations (please see Video Recording policy for storage, backup, and deletion).

TCNJ SIM follows FERPA, which requires educational institutions to protect Personally Identifiable Information (PII) from student records from unauthorized disclosure without consent. In the event that faculty or staff are completing research where data from the student will be needed, the student will be notified on security of that data and can consent at that time if they so desire.

In the event that a simulation event is graded or a rubric/ evaluation tool is used, the data will be stored with that faculty or staff in a secure location.

Simulation Resources

Simulation resources are integrated into the curriculum at both the undergraduate and graduate level. All clinical courses have simulations incorporated. Each course includes the same simulation statement supporting it as an important pedagogy within our program.

Simulation is discussed at monthly nursing faculty meetings, as well as quarterly school meetings. The simulation committee continually explores ways to increase the use of simulation not only at the college but within the community.

TCNJ SIM has a strategic plan to continue to utilize and increase simulation within our program. The strategic plan is reviewed biannually by the simulation committee. It is reviewed and approved by the SON at the end of year meeting. The simulation coordinator is the primary person, with the assistance of the simulation facilitator and operations specialist, that is responsible for strategic planning and plan development. ([Link to strategic plan](#)).

RESPONSIBILITIES AND ACCOUNTABILITY

Simulation Center Staff Responsibilities

The duties of the TCNJ SIM staff include but are not limited to the following:

- Collaborate with the course faculty and complete needs assessments to determine the student needs and correlate those needs with course objectives to develop appropriate and effective healthcare simulation equipment set-ups and simulation sessions
- Provide support for lab students and faculty to improve competencies and skills in meeting course objectives
- Maintain and update facilities and equipment inventory
- Promote the use of the center
- Utilize various forms of simulation (in-person, telehealth, and virtual reality with oculus) to best meet learning objectives and the learners needs
- Schedule room usage and equipment/supplies needed
- Assist the faculty in developing scenarios/simulations that support their curricular goals and objectives while maintaining the quality, safety and educational standards of the laboratory as well as staying within scheduling, personnel and budgetary limitations.
- Hire, train, and manage standardized patients (SPs)
- Provide set up of equipment and supplies based on requests given in timely manner
- Set-up practice times as needed
- Provide tours and information regarding the laboratory as time permits or when scheduled

Faculty Responsibilities

The duties of the Faculty include but are not limited to the following:

- Faculty is responsible for reserving laboratory time, equipment and supplies four weeks prior to anticipated utilization date

- Faculty members should leave labs and debriefing room clean and in order prior to departing
- Beds are to be remade or linens replaced if soiled
- Faculty will not leave students unattended in either the laboratory or debriefing area, unless otherwise prearranged
- Faculty will wear appropriate attire and demonstrate professionalism at all times
- Faculty should provide ongoing input and feedback to simulation center staff for continuous quality improvement and quality assurance
- Faculty will assume the responsibility for their orientation to the simulation center before their first time in the laboratory and will review the Policies and Procedures Manual
- Faculty will arrive 30 minutes prior to their scheduled laboratory time if at all possible.
- Faculty will need to include a simulation educator/facilitator as part of simulation debriefing in order to ensure psychological safety of the learner with the ability to refer to Counseling and Psychological Services on campus as needed based on emotional distress reaction to simulation.

Student Responsibilities

- A brief orientation to the TCNJ SIM will be presented to students during Nursing 230 for undergraduate students and Nursing 633 for graduate students
- A copy of the Simulation Lab Policies and Procedures will be available online
- The confidentiality statement will be signed in Nursing 230 for undergraduate students and Nursing 633 for graduate students and will be kept on file by the faculty and/or Learning Management System—this will include the videotaping of the scenarios and debriefing sessions (Appendix p 23)
- Dress Code
 - o Full TCNJ uniforms are required for **all** simulations.
 - o TCNJ lab coat with their name tag is required for open lab and lab classes.
- Students are expected to arrive on time for simulation and scheduled skill classes. If a student is late or absent without notification to the faculty member, the make-up or penalty will be determined by the faculty member. Notification of absence or lateness is a major part of professional accountability and should be directed to the faculty in charge of the lab event or simulation.
- “What happens in the lab stays in the lab”
- Notify the sim staff if you have a Latex allergy and fill out the appropriate form
- Notify the sim staff or your faculty member if you have had a needle stick injury in the lab and please fill out the proper paperwork (Appendix pp. 23-24)

Lab Conduct/Behavior –Students and Faculty

- Professional behavior, language, and attitude is expected at all times
- Absolutely NO eating, drinking, or gum chewing at bedside or near manikins. Students who have medical reasons to eat or drink should discuss this with the simulation staff prior to using the lab. If there is eating in the workspace areas of the Forcina lab spaces it SHOULD NOT be anywhere near the skills/simulation area. All trash should be placed in appropriate trash bins.
- Store all personal belongings (backpacks, etc.) on tables in the lab or on the shelves/hooks provided.
- NO pens allowed; write only in pencil—pens leave permanent marks on the manikins
- Wear proper attire which includes the lab coat and name tag once this has been purchased. It is advised that footwear should be closed toe and not include flip flops or open toed shoes for safety reasons

- Cell phone reception in the lab is poor and may drain your battery. Cell phone use is at the Faculty or staff's discretion. At no time will cellular phones and/or tablets be used to record video or photography without the consent from the simulation center
- Any simulation or lab experience is safe and confidential, therefore, cannot be posted on any social media without the permission of the simulation staff
- Equipment is not to be removed from the lab without permission
- Never remove an IV Catheter from a mannequin unless instructed to do so
- Never use Betadine or iodine on a mannequin
- Never give oral medications or liquid to a mannequin
- Use liquid soap or the mannequin lubricant in place of lubricants for any tube insertion on manikins
- Discard used items in appropriate disposal areas. All sharps are to be placed in a sharps container.
- Students are not to be alone in the lab—should always be with either a faculty member, staff member or senior nursing lab assistant
- Students are responsible for leaving labs clean and as you found it prior to departing—includes practice times
- No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other labs users
- Do not sit on bed! When beds are to be used by students assuming the role of the patient, shoes must be removed
- Students may be dismissed from the lab area as a result of conduct that is unsafe, unethical, inappropriate or unprofessional
- Students may be dismissed from the lab area for being unprepared by either the faculty member or the TCNJ SIM staff.

Complaint/ Concern

In the event of a complaint by a learner or instructor, the TCNJ SIM staff who receives it may either resolve the complaint him/herself or escalate it up the chain of command based on its scope. An Ad Hoc Student Complaint Committee, which will include both faculty and students, all with vote, is then established and convened as necessary. [See Department Policy.](#)

Confidentiality

All simulation scenario practice sessions involving students and/or recordings are considered confidential. All manikin accessibility should be treated as real patient/client information using the following protocols: Nursing Program privacy policy and HIPAA. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students should report any violations to the faculty or instructors.

The TCNJ SIM should be treated as a clinical site. You are expected to show professionalism and treat the “client” and situation as you would in a real clinical setting.

TCNJ SIM never shares information regarding learner performance, including evaluations and video recordings with anyone outside the TCNJ nursing faculty and staff. Evaluations are kept with the faculty or staff completing them, unless there is a need for the assessment to be shared with the appropriate individual for grading or evaluation purposes. Video recordings are only accessible via a confidential password.

Any information about the students and/or courses are confidential and not used for research, continuing education credits, etc. If the data would be requested, the learners would be notified and be given the

opportunity to give or deny consent. The information would be held until the course is complete or if for research for seven years.

Class Cancellation

In the event of inclement weather, TCNJ may be closed. Please refer to the TCNJ Student Handbook regarding emergency closures. Any make-up times will be arranged by the faculty and TCNJ SIM staff.

Clean Up

- The faculty and their students are accountable for cleaning up after lab use.
- Please leave the lab the way in which it was found so that others may enjoy their lab experience. Leave the labs as a student would in clinical – safe, neat and ready to use for the next person.
- Beds should be remade and left in the lowest position. Bed tables are to be placed near the foot of the bed with a trash bin in place. Any basins, bedpans, urinals are to be washed, dried and put away in bedside tables. Be sure to turn off the lights.
- Students are not to be left in the labs unattended.
- Faculty should ensure that all labs are tidy and locked behind them. If any equipment is broken or supplies need to be restocked, please inform the TCNJ SIM staff via email.
- All sharps must be disposed of in a sharps container. If necessitated, task trainers and manikins are to be cleaned with mild soap and water only. Rinse, drain and air dry. Injection pads should be squeezed to eliminate excess fluids.
- Manikins in the lab are kept in the bed. Do not move these manikins unless it is part of the skill assignment (i.e. lifting, moving, etc.). When cleaning up after using the lab, please make sure that manikins are returned to the bed, beds are made, and all supplies are replaced and put away.
- Please leave the beds in the lowest position.
- If for some reason the linens are soiled, please put them in the hamper

Physical and Psychological Safety

Psychological Safety

What happens in the lab stays in the lab, for both students and faculty. The lab is a place to learn. During simulation mistakes may be made and it is safe to make those mistakes without consequence to the patient and learner. Learners will be prepared for the simulation by having an orientation to the space, prework, and participate in prebriefing which will discuss the learning objectives. Students are made aware of our safe word “abandon ship” that can be used at any time during any simulation. The student can exit the simulation into the debriefing room where the facilitator will check on the student.

After every simulation there will be a debrief. Some of the best learning occurs during debriefing as discussion occurs around the thought process that caused the mistake. Debriefs will be a respectful discussion with the facilitator and the learners. Learning to own the mistake is a professional responsibility and best modeled in simulation.

If a learner feels distressed during or after a simulation, there are services available at CAPS through the college for help (<https://caps.tcnj.edu/get-help/request-for-services-form/>). Faculty and staff can also place a CAPS referral if warranted.

Physical Safety

All students will be oriented in NUR240 or NURS633 to the proper use of simulation equipment, lab supplies, and medications. All medications used in our simulation labs are practice medications and are labeled as such. There are NO ACTUAL MEDICATIONS available. All needles and sharps should be discarded in the proper sharps containers. In the event of a needle stick or latex reaction, immediately inform the faculty or staff and complete the proper paperwork and follow the appropriate protocol.

Defibrillators in all labs are connected to simulator safety boxes and should only be operated by a trained faculty or staff. The built-in circuitry allows you to defibrillate and pace directly into the ECG simulator and observe ECG rhythms for learning purposes.

Both psychological and physical safety will be addressed during prebrief of every simulation.

Emergencies in the Labs

Medical emergencies should be handled by calling X2345 from a campus phone or 609-771-2345 from a cell phone—THE LAB IS NOT EQUIPPED TO HANDLE REAL EMERGENCIES.

If you call 911 it will take longer but will also get a response. Additionally, the simulation lab coordinator should be notified and an incident report will need to be completed.

Personnel

COORDINATOR, SIMULATION AND CLINICAL LEARNING RESOURCE CENTER

- Works with all Faculty under the guidance of the Administration to meet the curricular needs of the Students.
- Leadership and coordination of clinical laboratory operations in support of the curriculum and the mission and philosophy of the School of Nursing. Formal and informal teaching is included in these responsibilities.
 - Establish and maintain a long-term plan for laboratory development including educational strategic goals, equipment replacement, potential revenue streams, and personnel.
 - Collaborate with faculty in the development and implementation of laboratory learning experiences to enhance course teaching/learning. This may include student self-learning modules with proficiency testing and other types of assignments.
 - Participate in School of Nursing activities including events, publications, and other opportunities that involve students, faculty, and alumni.
 - Classroom and clinical laboratory teaching as needed with posted office hours during the weeks that classes are in session.
 - Evaluate student clinical laboratory performance, including assist with remediation.
- Functions as resource for simulation expertise—providing knowledge of use of simulation, how to incorporate simulation into curriculum, how to design and write simulations based on curricular goals and objectives, and how to debrief using structured styles

SIMULATION FACILITATOR/LIAISON WITH STANDARDIZED PATIENTS

- Works with all Faculty under the guidance of the Administration to meet the curricular needs of the Students
- Functions as a resource for simulation and to model in particular good debriefing styles—provides mentorship for simulation assisting faculty in the incorporation of simulation into curricular goals in particular with the use of standardized patients.
- Primary liaison with standardized patient program, including managing, recruiting, and training.
- Maintain [Standardized Patient Handbook](#)
- Participate in School of Nursing activities including events, publications, and other opportunities that involve students, faculty, and alumni.
- Classroom and clinical laboratory teaching as needed with posted office hours during the weeks that classes are in session.
- Evaluate student clinical laboratory performance, including assist with remediation.

- Functions as resource for simulation expertise—providing knowledge of use of simulation, how to incorporate simulation into curriculum, how to design and write simulations based on curricular goals and objectives, and how to debrief using structured styles

HEALTHCARE SIMULATION OPERATIONS SPECIALIST

- Works with Faculty and staff to manage all activities related to clinical simulation learning experience which include but are not limited to:
 - o Scheduling and oversight of simulation events
 - o Organizing simulation experiences
- Knowledgeable in how to do the computer simulation software programming of all manikins
 - o Develops and maintains a schedule of equipment maintenance for simulator, audio and video recording and any other equipment used in the simulation environment
 - o Arranges for repair and replacement of simulators and equipment and discusses need for replacement as part of long term strategy planning
 - o Participates in orientation to the simulation area and equipment for faculty, students and others
- Maintains a database to track inventory of simulation scenarios which includes required set-up, equipment, costs.
- Operates the audio-visual equipment to record and playback scenarios for debriefing, documentation, and research purposes. This may include video editing capabilities.
 - o Arranges for repairs/replacement of damaged equipment and maintain contact with vendors
 - o Maintains simulation video capture system inventory
 - o Liaison with vendors to resolve any problems and learn about new products and services.
- Identifies needs for new and/or replacement simulation equipment and laboratory equipment, making recommendations as to replacement
- Meets with Vendors, and helps prepare budget requests.
- Provides support for day to day operation, monitoring and problem resolution--may need to resolve complex issues by consulting with outside resources—includes scheduling issues
- Sets up simulation and clinical laboratory skills supplies based on faculty requests—includes parameters for manikins and moulage where applicable

SENIOR NURSING STUDENT LABORATORY ASSISTANT

- Assists students by reviewing appropriate videos and texts so that they will be able to demonstrate skills and monitor students' performances in the laboratory, especially during practice hours.
- Responsible for maintaining the record of the students using the lab during practice and also ensuring that the lab is organized, cleaned and restocked with supplies as needed.
- Helps to prepare all equipment and supplies for the scheduled scenarios and modules/classes as requested
- Responsible for the use of all the various manikins in the laboratory during their working hours—must be able to understand technically and also who to call with any issues
- Assists with Open Houses and other tours as needed
- Responsible for closing the lab at the end of practice hours and any other duties as requested by the Coordinator, Simulation and Clinical Learning Resource Center.

Quality Improvement

- Evaluation of particular courses often reflects simulation. If there is an area of improvement that is identified, it will be stated how improvements will be made and reviewed at the annual end of year departmental meeting
- Data is kept in regard to number of students using laboratory, as well as how many simulations, sessions, and learners there are
- Post-simulation evaluation is completed by students after each simulation in both the undergraduate and graduate programs
- Every simulation is reviewed annually with simulation coordinator, simulation facilitator, and content experts to ensure that all information is relevant and look for areas of improvement
- Supply evaluation
Requests for any changes or new supply should be emailed to operations specialist with the exact item and the reason for change or need, when needed by, and for which class including quantity. Inventory is kept to determine usage and as well as under usage

Scheduling and Supply Requests Process for Skills and/or Simulation

- **4 WEEKS IN ADVANCE OF EVENT—MINIMUM**
- Use form: list class, number of students, and exact supplies needed OR email Simulation Coordinator directly
- List any particular needs—do not assume remembrance from prior year by lab staff
- Discuss which manikins and what moulage is needed
- Discuss number of times to be repeated (how many groups)
- Need for prebriefing and debriefing space
- Simulation will provide a deadline for simulation scheduling for the upcoming semester by the end of the previous semester. Before the deadline, faculty will meet with the simulation coordinator to discuss simulation needs.
- Simulation coordinator will create a schedule for simulations each semester working with the course faculty to accommodate all simulation lab requests.
- If faculty do not meet with the simulation coordinator by the request deadline, your simulation requests may not be able to be accommodated.

Lab Kits

Undergrad

-Students are responsible for maintaining their lab kits throughout the program. In the event that a lab kit is lost, damaged, or otherwise rendered unusable, the student will be required to purchase a replacement at their own expense, as the lab kit is essential for participation in the nursing program. (est. cost \$200)

Graduate

-Graduate students are required to return their “graduate equipment kits” (oto/ophthalmoscope, reflex hammer, tuning fork) at the end of the program. If the kit is not returned or is lost, the student will be responsible for purchasing a replacement at their own expense. (est. cost \$700)

Lab Tours

Lab tours can be scheduled with the simulation coordinator or facilitator, and are also available during Lions Day open houses. We cannot provide tours of the labs when simulations and/or classes are scheduled.

Diversity, Equity, and Inclusion

In the TCNJ sim lab, we commit to treating each other with civility and respect, and working together in a spirit of fairness and cooperation. We respect each other's perspectives when discussing different points of view pertaining to values and cultural issues. We embrace the opportunity to become aware of our own assumptions about human behaviors, biases, preconceived notions and personal limitations in and outside simulation. All students, faculty, and staff will be inclusive and respectful during all simulation experiences.

Simulation Lab Social Media Resources

Instagram: https://www.instagram.com/tcnj_nursing_simulation_lab/

FORMS

-These forms are digital and are completed at the beginning of both the undergraduate and graduate health assessment courses and as needed-

Latex Response Plan

When working in the clinical setting or nursing skills labs, students may be exposed to latex and other allergens.

Procedure:

For students with known sensitivity/allergy to latex or any other environmental/chemical agents that you may be exposed to in the lab or clinical environment, it is recommended that you:

- Obtain consultation from your health care provider about your sensitivity/allergy, risks and treatment.
- Inform the Skills Lab Coordinator, course faculty, and your clinical instructor of your sensitivity.
- Latex-free gloves will be provided. However, the lab environment and clinical settings are not latex free.
- Provide a written plan, signed by your healthcare provider, detailing how to you handle your reaction, i.e. Epi-pen, Benadryl.

In case of a life-threatening reaction in a nursing lab, an ambulance will be summoned immediately.

- Any faculty member or student may dial 2345 from campus phone or 609-771-2345 to get campus police to activate the emergency response services

If need an ambulance and are aware that Epinephrine will be needed. State where you are in Forcina.

Call X2345 from campus phone or 609-771-2345 to activate the emergency response

- Do not handle the victim with any latex products.
- Student/faculty member will be transferred to a hospital in the community by ambulance. It is helpful for the ambulance personnel to know the victim's allergies, current medications and any medical conditions.

Faculty and staff with known sensitivities are to inform the Simulation Coordinator and Course Leader as above.

If a student or faculty member has a reaction requiring medical attention, an Anecdotal Report is to be completed and forwarded to the Simulation Coordinator.

I have reviewed the above policy and understand that questions regarding this policy are to be directed to the Simulation Coordinator.

Student /Faculty Signature: _____

Printed Name: _____

___ No known allergies

___ I am allergic to the following: _____

Latex Exposure Anecdotal Report

Student/Faculty Name: _____ Date: _____

Known Latex Allergy Yes ___ No ___

If yes, attach a copy of the written treatment plan from the healthcare provider.

Brief description of the incident and activity being performed:Action taken:Follow-up:

**If there was no prior knowledge of a latex allergy, the student/faculty must submit a written treatment plan from their healthcare provider before returning to the lab or clinical setting.

Signature of faculty/staff person(s) in attendance at time of incident:

Simulation Center Authorization Release for Photography & Video and Confidentiality Agreement

I, the participant, _____, understand that The College of New Jersey Simulation Center may photograph and /or record (via still photos, video and/or audio) the simulation experience.

I understand with my signature below, I will forfeit all rights of this material, and will not receive any payment of special services now or in the future.

I understand that any photo or audio/video recordings may be used during the debriefing of a scenario and/or following the program for internal review and quality improvement by the faculty and staff of The College of New Jersey Simulation Center.

I understand that no recording will be used for promotional or marketing purposes without additional permission.

I agree to maintain and **hold confidential** all information regarding the performance of all individuals and the details of the programs and scenarios, which are the intellectual property of The College of New Jersey.

Name (please print) _____

Signature _____

Address _____

City _____ State _____ Zip _____

Witness Signature _____ Date _____

The College of New Jersey
School of Nursing and Health Sciences
PO Box 7718
Ewing, New Jersey 08628-0718
609.771.3459 phone

School of Nursing, Health, and Exercise Science			
<u>Injury/Illness Report</u>			
Injure/Ill Contact Information			
First Name:		Last Name:	MI:
Date of Birth:	PAWS ID:	Phone:	Sex:
Home Address:			
City:	State:	Zip Code:	
School Address:			
City:	State:	Zip Code:	
SoNHES Representative/Position Information			
Department:		Supervisor Name:	
Supervisor Phone:		SoNHES Rep Emergency Contact:	
Emergency Contact Phone:		Date of accident/exposure:	
Day of week:	Time of accident/exposure:	Job Title:	
Description of Accident/Exposure			
Location of Accident:			
Describe how the accident occurred in detail:			
Describe the injury or illness and part(s) of body affected:			
Related previous injury(ies):			
Treatment declined (Yes/No):		Name of treating Healthcare provider:	
Treatment requested/required:			
Description of treatment:			
Location of treatment:			

School of Nursing, Health, and Exercise Science Injury/Illness Report
--

Witness Information	
Witness (Check if applicable):	No witness (check if applicable. If no, skip to next section):
Last name of witness:	First name of witness:
Phone of witness:	Email of witness:
Witness Report of Incident. Did this incident happen under normal working conditions? If no, then describe	
Did this action happen because of the action of others who are not co-employees or because of defective equipment? If yes, then describe:	
SoNHES Representative Signature	
Signature:	Date:
This portion is to be filled out by the supervisor	
Did you witness the incident? If yes, then describe:	
Supervisor name (print):	Phone:
Supervisor Signature:	Date:

SIMULATION AND LAB REQUESTS

Deadlines (include date options, # of students & time frames): End of Aug for Jan classes; End of Oct for Jan-May classes; End of Jan for Summer classes; End of March for fall classes.

Same deadlines as above.

At the latest, one month out we must have detailed schedules with all student names for each time slot. This is preferred earlier.

Any course equipment or supplies requests (both lab and lecture) must be made at least two months out from date needed. Preferred with sim requests. Moulage requests must be at time of sim requests to ensure time to obtain materials and create.

Fill in the form as completely as possible. When complete, please save a copy for your records and email your request to LeboC@tcnj.edu. You will receive a confirmation email back stating the day/time your items can be picked up. The simulation coordinator reserves the right to approve or decline requests based upon availability and cost.

Please write in the notes section if any moulage or standardized patients are needed.

Course title and number: _____

Name: _____ Email: _____ Phone: _____

Please list all *expendable* items requested. Example: Gloves, syringes, medications, etc.

[illegible]

EQUIPMENT REQUESTED	
Please list all NON-expendable items requested. Example: <i>blood pressure cuff</i>	
ITEM	QUANTITY NEEDED
SIGNING OUT	
Borrowers Signature _____	Date _____
Lab Staff Signature _____	Date _____
SIGNING IN	
Borrowers Signature _____	Date _____
Lab Staff Signature _____	Date _____
NOTES	
_____ _____ _____	

Supply/Equipment Request Form

ITEM	QUANTITY NEEDED
IV SUPPLIES	
TUBINGS	
Alaris Primary Tubing	
Alaris Secondary Tubing	
BAXTER 1C8160S Baxter IV TUBING	
Blood infusion sets	
Braun Ext set 471975 7 inch	
Buretrol 60 drops 150 mL	
Clearlink 2ndary 2C7461 Baxter 10 drops 37 inch--IV tubing	
Clearlink Primary 2C8519S Baxter 10 drops 112 inch--IV tubing	
Clearlink system 2N8399 Luer Activated Valve	
Extension set 37 inch ACT 6227	
IV Tubing Microdrop 60 drops Baxter 2C6424S	
SOLUTIONS	
IV solution NSS 500 mL	
IV solution MISC—please specify	
IV solution NSS 50 mL	
IV solution sterile H2O 250 mL—can be labelled	
IV solution sterile H2O 500 mL—can be labelled	
IV solution D5 0.9 NSS 500 mL	
IV solution D5 W 500 mL	
IV solution Lactated Ringers 500 mL	
IV solution D5 Lactated Ringers 500 mL	
INSERTION/DRESSINGS	
STAT Lock	
Saline flushes 5 mL	
20 Gauge IV insertion needle	
IV dressing kits	
NEEDLES AND SYRINGES	
SYRINGE ONLY	
60 mL Luer Lok syringes	
20 mL Luer Lok syringes	
30 mL Luer Lok syringes	
6 mL medallion syringe	
1 mL medallion syringe	
3 mL syringe BD	
1mL syringe BD	
NEEDLE ONLY	
18 G 1 inch needle	
25 G 2 inch needle RETROBULBAR	
filter straws	
filter needles	
BD 1 mL 25 G x5/8	
21 G 1.5 needle	
21 G 1 inch needle	
25 G 5/8 needle	

SYRINGE WITH NEEDLE	
1 Ml 27 G 1/2 inch syringe and needle	
1 Ml 29 G 1/2 inch insulin syringe and needle	
6 mL 20 G 1.5 inch syringes and needle	
3 mL 21 G X1.5 inch syringe and needle	
3 mL 25 G X5/8 inch syringe and needle	
Vanish point 3 mL 21 G 1 inch	
Magellan 1 Ml 25 G 5/8	
Magellan 1 mL TB 28 X1/2 inch	
GLOVES	
Exam gloves –box extra large	
Exam gloves –box large	
Exam gloves—box medium	
Exam gloves—box small	
Sterile gloves size 6	
Sterile gloves size 6.5	
Sterile gloves size 7	
Sterile gloves size 7.5	
Sterile gloves size 8	
Sterile gloves size 8.5	
Sterile gloves size 9	
RESPIRATORY	
TRACHEOSTOMY CARE	
H2O2	
In line suction catheter	
Normal Saline for irrigation—500 mL	
Selection of suction catheters with chimney valves	
Suction kits with 10 Fr Cath	
Suction kits with 14 Fr Cath	
Suction kits with 8 Fr Cath	
Suction Trays	
Trach Care Tray	
Trach clean and care tray 14 Fr suction cath	
Trach sponges--box of 50	
OXYGEN DELIVERY	
Adult mask	
Bilevel Cpap mask	
Nasal Cannulas	
Non-rebreather mask	
Selection of Ambu bags	
Selection of endo-trach tubes	
Tent mask	
Venturi mask	
AIRWAY SUPPORT	
Co2 Nelcor detectors	
Incentive spirometers	
Inhalers--samples	
Nebulizer	

Nebulizer connectors	
Nebulizer tubing	
Respiratory peak flow items	
Selection of airways	
CENTRAL LINE	
Central Line Dressing Trays	
Chester Chest Model	
Demo Bio Patch	
CHG Gel Dressing	
Selection of CVP lines and insertion trays	
ECG MONITORING	
ECG monitoring electrodes	
ECG Calipers	
STETHOSCOPES & BP CUFFS	
Blood pressure cuff adult aneroid with case	
Blood pressure cuff child aneroid with case	
Blood pressure cuff thigh with case	
Blood pressure cuff automated	
Blood pressure cuff automated large cuff	
Blood pressure cuffs on rolling carts	
Blood pressure cuffs pediatric kit	
Teaching Stethoscope (2 users or 4 users)	
G.I./G.U.	
12 FR Bard nasogastric tubes Salem	
Dynarex 12 French Foley insertion kit	
Fleet Enemas	
Irrigation trays --bulb	
Irrigation trays--piston	
Irrigations bags	
Kangaroo pump	
Kangaroo tubing	
Medline 14 French Foley insertion kit	
Ostomy models	
Salem sump 14 FR stomach tubes	
Selection of enema supplies	
Selection of ostomy supplies	
Sizing- Measuring Guide	
Soap suds Enema	
Straight catheter insertion kits 14 FR	
Ostomy Wafers	
Enema model	
NG insertion model	
PEG tube	
DRESSING SUPPLIES	
1 inch Dura pore tape	
1 inch micropore tape	
1 inch silk tape	
1 inch surgical tape	

1/2 inch cloth tape	
1/2 inch paper surgical tape	
2 inch Transperal tape	
2x2 Sponges sterile	
2x7 Telfa dressing	
3 inch paper surgical tape	
3x8 Telfa dressings	
3x3 sponges sterile	
4x4 sponges in sterile tray of 10	
4x4 sponges sterile	
5x9 combine pad ABD	
8x7.5 combine pad ABD	
Alcohol pad boxes	
Assortment of transparent dressings and binders	
Bandaid boxes	
Bioclusive 2x3	
Bioclusive 4x5	
Chloraprep sticks small	
Cotton tip applicators	
Culture swabs	
Drain sponges	
Elastic bandages of various sizes	
Large bag of cotton balls	
Montgomery straps	
Packing strips--bottles	
Rolls of Kling	
Sterile bowls	
Suture removal kits	
MONITORING DEVICES/TRAINERS	
Cholesterol monitors	
Cholesterol strips	
Glucometers—One touch	
Glucometer strips	
Insulin pens and glucagon—demo only	
EPI pens and trainers—assortment	
Insulin pump insertion tubing	
VARIOUS	
6 inch ruler	
Assortment of bath cloths and pericare	
Cardboard eye blocker	
Colorblind test book	
Cotton balls	
Dentures	
Digital clinical thermometer--hand held	
Digital thermometer probe covers	
Ear plugs	
Ear thermometer	
Ear thermometer prober covers	

Ebola isolation gear	
Exam drapes paper	
Exam gowns--paper	
Exam table paper 18 inch rolls	
Eye model	
Eye pads	
Eye shield for assessment	
Goggles	
Hip retractor pillow	
Lemon Glycerin swabs	
Medicine cups--trays of 100	
Nasal speculum	
Ophthalmoscope 72200 batteries	
Ophthalmoscopic foam mannequin with slides	
Oral thermometers	
Otoscope insufflator bulbs	
Otoscope light bulbs--various sizes	
Otoscope tips ear speculum 4.25 mm	
Otoscope tips ear speculum pediatric 2.5 mm	
Parts of Sequential stockings--no machine	
Rectal thermometer	
Red name bands--patient ID	
Selection of surgical booties, head protectors	
Shroud	
Snellen eye chart	
Sugar/salt extracts plus fragrant spices—box—for testing taste and smell	
Surgical masks--box of 50	
Tape measures	
Thermometer dig probe cover-boxes 500/box	
Tongue depressors	
Various batteries	
Waterless hand cleaner	
White name bands--pt ID	
MEDICATIONS	
SAMPLE DRUGS--insulin heparin solumedrol vaccines	
Insulin	
Regular	
NPH	
Lantus	
Humulin	
Other	
Heparin	
Lovenox	
Solumedrol	
1 mL ampule	
10 mL injectable NSS	
10 mL sterile H2O injectable	
2 mL Ampule	

Demo dose powder brown	
Demo dose powder green	
Ear drops	
Eye drops	
Opioid medication boxes--assorted	
Topical ointments	
Various inhalers	
EQUIPMENT	
Automatic Vital Sign Machine	
Bedside commode	
Bladder Scanner	
Cancer breast models	
Community bags	
Diabetic Pump and equipment--demonstration only	
Doppler	
Ears for mannequin--6 different TM	
EKG Machine - 12 lead	
Fat-o-meter	
Full breast models	
Giant tooth model	
Glow germ liquid--partially used	
Glow germ powder	
Injection pads	
Lifepak Defibrillator with Rhythm Simulation Box	
Metronome	
Single breast models	
Suture pads	
Testicular models	
Ultraviolet light for glow germ	
MICROSCOPE	
Microscope Leica	
Microscope Electronic Bausch and Lomb	
Microscope slide	
Microscope slides and covers	
Model for pitting edema	
Otoscope/ophthalmoscope—newer--portable	
Otoscope/ophthalmoscope—older--portable	
Pulse oximeter--Nellcor	
Pulse oximeter--finger	
Reflex hammer	
Tuning fork 1024 mhz	
Tuning fork 128 mhz	
Tuning fork 2048 mhz	
Tuning fork 4096 mhz	
Tuning fork 512 mhz	
Tuning fork 64 mhz	
Tuning fork misc	
ADVANCED PRACTICE PROCEDURE SUPPLIES	

#10 disposable scalpels	
#11 disposable scalpels	
Adson Tissue forceps--sterile wrap	
Assorted condoms	
Breast models	
Cervix models	
Contraceptive models--variety	
Cotton tip applicators--box	
Cytette	
Cyto Pap smear Collection Kit	
Dermabond	
Diaphragm fitting kit	
Histofreeze--can	
Lubricant tubes	
Medium disposable vaginal speculums	
Minor Laceration tray Busse#751 unopened	
OR Scissors--sterile wrap	
Pediatric lumbar puncture trays	
Penis model	
Precise Disposable skin staplers	
Safe tex one pap smear Kit	
Scopette Juniors--box	
Skin Staple Removers	
Skin stitch	
Small disposable vaginal speculums	
Steri Strips	
Styrofoam penis	
Suture 4-0 PS 2 Ethilon pks	
Suture Removal trays	
Thin Prep	
Varieties of suture	
Verucca Freeze--	
Verucca Freeze cones and buds--many	
PEDIATRIC/MATERNITY	
Baby bath tubs with bath items	
Baby blankets/clothes	
Baby manikins	
Breastfeeding kit	
Cervical dilation model	
Diapers--package	
Epidural tray	
Feeding items--bottles formula	
Fetal models	
Fetal scope	
Hip displacement model	
Leopold maneuvers model	
Paper tape measures--boxes of 1000	

Other (not listed above):