



Simulated Medical Readiness Training (SMaRT) Lab Administrative Guidelines

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Contents

Introduction	1
Goal and Philosophy	1
Purpose of Administrative Guidelines	1
Review of Administrative Guidelines	1
Mission Statements	1
Western University	1
COMP-Northwest	1
SMaRT Lab	2
Long-Term Vision Statement	2
Purpose of the SMaRT Lab	2
Objectives of the SMaRT Lab	3
Annual Program Evaluation and Budget	3
Accepted Terminology	3
Standardized Patient (SP) Policies and Procedures	3
Organization Charts	4
Organizational Structure	4
SMaRT Lab Advisory Task Force	4
Faculty Curriculum Committee	4
Student and Faculty Simulation Orientation	4
SMaRT Lab Personnel	5
Medical Director of Simulation	5
Director, Office of Medical Simulation	5
Professor of Medical Simulation	5
Simulation Operations Specialist (SOS)	5
Simulation Operations Technician (SOT)	5
Learning and Development	5
Clinical Faculty and Facilitation Training	5
Facilitation Training	5
Planning	5
Pre- and De-briefing	5
Conducting SP Activity	6
High Fidelity Exercises	6

Skills Lab Exercises	6
Operations	6
Outside Organizations.....	6
Scheduling Prioritization	6
Scheduling Instructions for Specific Activity Types.....	7
Exam Rooms for Standardized Patients/OSCE/Lab Activity(s).....	7
Course Activity/Rooms for Instructor-Led Learning	7
Skills Lab/Task Training	7
Instructor-Led Remediation Training.....	7
Self-Directed Student Learning Activity	7
After-Hours/Weekend Access.....	7
Formal Tours	7
Cancellations	7
Skills Lab/Task Training and Self-Directed Learning Activity	7
Activity Participants	8
Student Sign-In Process.....	8
Simulation Activity (Curricular)	8
Skills Lab/Task Training (Instructor Led)	8
Self-Directed Student Learning	8
Simulation Activity (Non-Curricular)	8
Code of Conduct	8
Pre-Course Work.....	8
Dress Code	8
Punctuality	8
Preparation	8
Personal Items	8
Cell Phones.....	8
Conflict Resolution	9
Food and Beverage	9
Preparation of Standardized Patient Activities.....	9
Skills Lab/Task Training	9
Simulation Activity	9
Confidentiality Agreement.....	9

Physical Health and Psychological Safety	10
Standardized Patient Program	10
Evaluation of Student, Standardized Patient, and Activity	10
Retention Policy, Data, and Recordings	11
Photo/Audio/Video Storage	11
CAE LearningSpace	11
Retention and Destruction	11
Equipment and Supplies	11
Available Simulation and Equipment and Technology	11
Maintenance Procedure	11
Breakage and Repair	11
Misuse	12
Tracking Equipment	12
Equipment Acquisition/Purchasing Process	12
Pre-Course Preparation	12
Post-Simulation Activity Turnover	12
Biohazard	12
Inventory	13
Personal Protective Equipment (PPE) and Sanitation Supplies	13
Software Management	13
Course Content	13
Responsible Party	13
SMaRT Lab Scenario Development	13
Learning/Performance Objectives	13
Observation Checklist Development	14
Simulation Technology Review	14
Outside Audiences	14
Appendix	15
Appendix A – Standardized Patient Policies and Procedures	15
Appendix B – Job Description – Director, Office of Medical Simulation	22
Appendix C – Job Description – Admin Assistant, Office of Medical Simulation	25
Appendix D – Job Description – Simulation Operations Specialist (SOS)	27
Appendix E – Job Description – Simulation Operation Technician (SOT)	29

Appendix F – Staff, Faculty, and Student Simulation Orientation 31

Appendix G – Preparation of Standardized Patient Activities 32

Appendix H - Confidentiality Agreement and Audio/Photo/Video Release 34

Introduction

Goal and Philosophy

The goal of COMP-Northwest's Simulated Medical and Readiness Training (SMaRT) lab is to provide a safe learning experience that enhances clinical skills, imparts patient safety principles, and promotes successful understanding of all aspects of healthcare.

COMP-Northwest faculty and administration are committed to making the student's clinical experience educational and enlightening while serving the best interests of the student. Simulations and case scenarios are designed to help the student develop decision-making, problem-solving, clinical, and teamwork skills. In all instances, proficiency is the goal. COMP-Northwest's lab will attempt to include all environmental factors to ensure the student's learning experience is realistic and authentic.

Purpose of Administrative Guidelines

Services provided within the lab shall be guided by these Administrative Guidelines and accompanied by appropriate reference material and operating manuals.

In the event that an Administrative Guideline contradicts an existing Western University of Health Sciences Policy and Procedure, the WesternU Policy and Procedure shall take precedent.

Review of Administrative Guidelines

Administrative Guidelines will be reviewed and updated as needed by the Director, Office of Medical Simulation.

Updates to the Administrative Guidelines are then submitted to the Medical Director of Simulation for final approval.

Administrative Guidelines and supporting documents will be distributed electronically to all faculty members, students, and lab staff and be made available for reference in electronic format.

Staff and faculty members shall attest to the fact that they have reviewed applicable Administrative Guidelines as well as amendments disseminated on an ongoing basis via Microsoft Qualtrics.

Mission Statements

Western University

To produce, in a humanistic tradition, health care professionals and biomedical knowledge that will enhance and extend the quality of life in our communities.

COMP-Northwest

To prepare students to become technically competent, culturally sensitive, professional and compassionate physicians who are prepared for graduate medical education, who are lifelong learners and will serve society by providing comprehensive, patient-centered health care with the distinctive osteopathic philosophy. This is accomplished through excellence in curriculum, translational research, service, and osteopathic clinical practice, and the enhancement of osteopathic graduate medical education.

SMaRT Lab

To support Western University and COMP-Northwest mission statements by providing state-of-the-art simulated medical training to a wide range of learners including, but not limited to: DO, MD, and PT/OT students; medical residents; local physicians; nurses; and EMT, military, law enforcement, and search and rescue personnel.

Long-Term Vision Statement

Dr. William Osler's famous quote that medicine is best learned at the bedside still hold true. However, data from the last several decades shows that simulation training for medical care reduces anxiety and increases retention of learned skills for the student. As such, students are then later able to make the decisions to utilize various interventions if a more rapid and safer way for both the patient and the provider.

The Goal of the SMaRT lab is to build a state-of-the-art lab that will be recognized among the nation's top healthcare simulation learning centers. The lab will combine simulated patient encounters, manikins, wearable technology, and virtual reality with a learning environment, facilitators, expendable supplies all aimed at producing sustained learning. COMP-Northwest will train students to be among the most prepared graduates and future residents in the nation. In addition, it will position COMP-Northwest as a premier academic site for students, residents, and physicians across the Pacific Northwest.

Learning will be prioritized for COMP/COMP-NW students as well as students from other colleges within Western University of Health Sciences in its early phases. Eventually the SMaRT lab will grow to train residents, physicians, nurses, FNP's, PA's, and other health care learners from entities community and regional partners. This would grow to include the military, Search and Rescue, first responders, and others.

Learning will be done utilizing skilled facilitators, and a simulated environment utilizing a variety of state-of-the-art modalities. The goal of the trainings is to improve upon medical skills performance with decreased anxiety and medical mistakes on the part of the learners. Learning will focus on procedural/"hard" skills, TeamSTEPPS® communication, and comprehensive scenarios. It will also reinforce learning done in the classroom and online instruction as well as teaching the "soft" skills such as humanism, empathy, history taking, and record keeping taught throughout the college.

SMaRT lab faculty and staff will develop, train in and utilize the best techniques for long term educational outcomes as determined by the Society for Simulation in Healthcare, TeamSTEPPS, and the collective faculty of COMP/COMP-NW.

Purpose of the SMaRT Lab

To provide quality education for all healthcare learners. Serving this purpose achieves the overall mission of the lab.

The lab will meet with any interested faculty member to determine if its services are appropriate for their specific learners and will achieve the desired learning outcomes.

Appropriate equipment and simulation rooms will be designated by lab staff.

Objectives of the SMaRT Lab

Provide services to faculty in accordance with the SMaRT lab's Administrative Guidelines.

Provide quality education to learners in accordance with the SMaRT lab's Administrative Guidelines.

Provide adequate and appropriate staff to meet the needs of the simulation experience.

Provide ongoing continuous simulation quality improvement monitoring.

Keep lines of communication open with all departments of the school.

Annual Program Evaluation and Budget

The SMaRT lab will follow all program evaluations, budgeting considerations, space utilization, and safety standards as set by Western University of Health Sciences, COMP-NW, and our Dean, Vice Deans, and faculty representatives.

There shall be a formal review of the program annually which at a minimum shall include the operating budget, utilization of services, staffing, and capital requests. The review shall be overseen by the Medical Director of Simulation and the Director, Office of Medical Simulation.

Additionally, faculty will be given the opportunity to provide input regarding the program's performance in general.

Accepted Terminology

To establish a common language for simulation, COMP-Northwest has adopted the Society for Simulation in Healthcare (SSH) dictionary as the definitive verbiage to be utilized by all simulation program participants.

Faculty and Staff: The SMaRT lab will utilize the terms faculty and staff as determined by Western University of Health Sciences and COMP/COMP-NW.

Activity Facilitators: all faculty from COMP/COMP-NW or other Western University of Health Sciences colleges that are conducting learnings within the SMaRT lab.

Clinical Experts: Trainers that are not faculty or staff of Western University of Health Sciences colleges.

Outreach Sim: Simulation activities outside Curriculum and Self-Directed Learning events. These include club events, tours, hosting events.

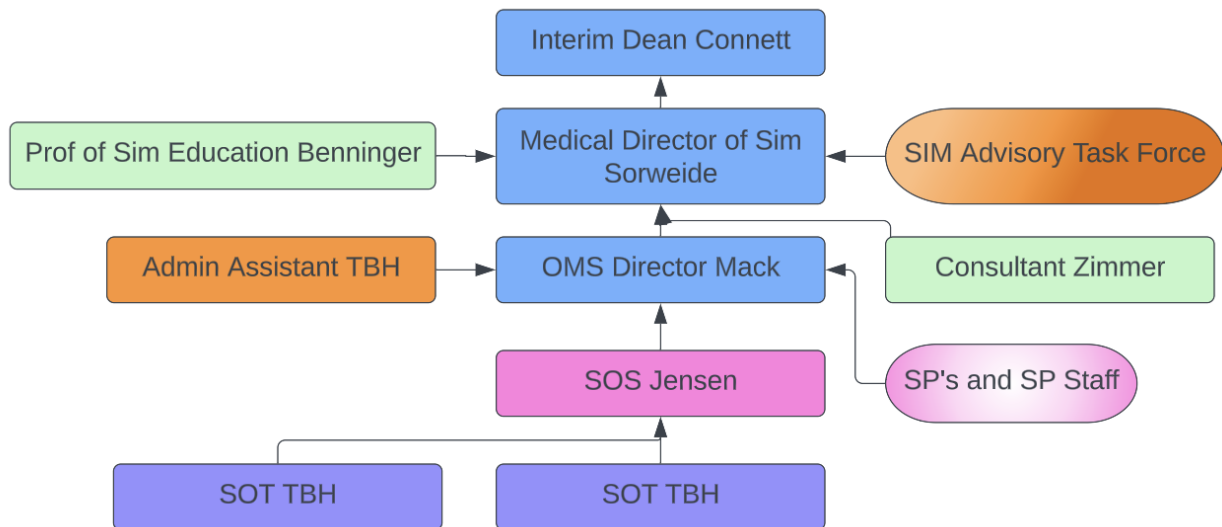
Community Sim: Simulation activities that include learners, groups, and/or facilitators outside WesternU, including but not limited to Fire and Rescue, EMT, Sheriff/Police departments, etc.

Standardized Patient (SP) Policies and Procedures

Standardized Patient (SP) Policies and Procedures can be found in the appendix.

Organization Charts

Organizational Structure



Positions marked TBH are To Be Hired

Job descriptions can be found in the appendix.

SMaRT Lab Advisory Task Force

The purpose of the SMaRT Lab task force is to give Oregon campus faculty input into the development, curriculum, utilization, and overall functioning of the SMaRT lab. Specifically, how it can be utilized to supplement or support the learning being led by all the respective Oregon campus departments. It will also ensure that we will collaborate with the Pomona Sim Lab as well as COMP-Pomona and all current and future Oregon colleges.

Lead: Dr. Sorweide

Members: Dr. Benninger, Dr. Talbot, Dr. Goering, Dr. Collins, Dr. Eschelbach, Dr. Wolff

Ex-Officio: Dean Connett, VD Hudson, VD Barnes

Support: Kelly Mack, Anne Swanson, Chance Jensen, Brian Turner

Faculty Curriculum Committee

Dr. Sorweide will maintain his seat on the curriculum committee and represent the interests of the SMaRT lab, calling in other SMaRT lab personnel as needed. It is understood that for the development of Sim curriculum it is imperative to have Curriculum Committee approval.

Student and Faculty Simulation Orientation

An orientation PowerPoint has been created for Staff/Faculty and students. All users of the lab are expected to complete orientation, as well as any additional trainings when applicable to the simulation activity.

Orientation documents can be found in the appendix.

SMaRT Lab Personnel

Medical Director of Simulation

Oversees the lab at the faculty and school leadership level. Collaborates with leadership via the Faculty Curriculum Committee to make decisions regarding integration of curriculum into simulation learning.

Director, Office of Medical Simulation

Oversees decisions regarding hiring, purchasing equipment and supplies, prioritizing projects, scheduling, budgeting, and departmental planning. Collaborates with leadership via the Faculty Curriculum Committee to make decisions regarding integration of curriculum into simulation learning.

Professor of Medical Simulation

Assists in development and execution of trainings conducted through the SMaRT lab.

Simulation Operations Specialist (SOS)

Oversees day-to-day operations of the lab. Collaborates with leadership via the Faculty Curriculum Committee to make decisions regarding integration of curriculum into simulation learning.

Simulation Operations Technician (SOT)

Supports SOS in all simulation activities.

Learning and Development

COMP-Northwest is committed to professional development of all staff. An annual professional development plan will be prepared by each staff member and submitted for review and approval to the Medical Director of Simulation. The plan will include a description of learning opportunities as well as the sponsoring organization name, and estimated costs.

Clinical Faculty and Facilitation Training

Facilitation Training

Faculty from any departments that are assisting with trainings offered through the SMaRT lab will be trained in their role as determined by Dr. Sorweide and the SMaRT lab personnel.

Planning

Lab staff will determine activity dates, throughput, and other logistics to ensure the proper amount of time is allotted and that trainers, equipment, and expendables are available to optimize the learning. Adequate time shall be scheduled to ensure that both the activity materials can be covered, and any questions answered.

Pre- and De-briefing

Formal pre- and de- briefing will enable participants to reflect upon the learning experience by analyzing performance and using critical thinking to improve clinical teamwork skills. We will utilize the best pre- and de- brief techniques as determined by the industry and as published in TeamSTEPPs and the Society for Simulation in Healthcare.

Conducting SP Activity

SP activities are guided in conjunction between the SP lab department and DFM. The SMaRT center Team will work with these entities for development, logistics, and implementation of any Sim equipment into the SP training scenarios.

High Fidelity Exercises

Facilitators are expected to be proficient in the equipment for adequate teaching and operation of simulation equipment. Training will be provided on an as-needed basis by the SOS, and new simulations will be tested via a dry-run procedure with the relevant facilitators.

Skills Lab Exercises

It is understood that skills learning requires time for practice. As such, the SMaRT lab will work to develop and offer open times in the skills lab for students to practice their learned skills. SMaRT lab personnel will ensure that this is done in a safe and cost-effective way to protect learners as well as equipment and expendable supplies.

Operations

Outside Organizations

Outside Organizations that request to schedule sessions must email SMART@westernu.edu with the above information, at which point the SOS will work with the organization to schedule the event and complete the same process as listed above.

Scheduling Prioritization

Time allotment for the SMaRT lab will be prioritized as follows:

- 1) COMP-NW/COMP curriculum- including 3rd and 4th year rotations, conference weeks, as well as week to week curriculum.
- 2) Curriculum of other Oregon colleges within Western University of Health sciences.
- 3) Workshops, club and interest group activities, and the like for Western University students.
- 4) CME and other forms of utilization by community partners and other entities not under the Western University of Health Sciences umbrella.

COMP-Northwest curriculum related simulations may require scheduling from multiple departments therefore said simulations may take priority in reserving time and space. All other entity requests will be accommodated as the schedule permits.

In the event of a scheduling conflict, lab staff will contact each faculty member to inquire about rescheduling or adjusting the date(s)/time(s)/location(s) of the activity(s). If there is continued conflict, the Director, Office of Medical Simulation will determine the schedule.

Scheduling Instructions for Specific Activity Types

No individual shall utilize the lab without first submitting a request and receiving approval from the SOS, and without the physical presence of a lab staff member

All events, unless otherwise stated here, shall be requested no later than fourteen (14) calendar days in advance. University holidays and breaks will not be taken into account

Exam Rooms for Standardized Patients/OSCE/Lab Activity(s)

Requests for Standardized Patients shall be requested no more than thirty (30) days in advance. All SP activities are subject to availability of SP personnel.

Course Activity/Rooms for Instructor-Led Learning

Requests shall be submitted using the lab scheduling request process in advance of the proposed simulation activity as stated below.

Skills Lab/Task Training

Use of the skills lab and task training is subject to availability of equipment and personnel. Skills/task training will be scheduled by the course facilitator in the same manner as curriculum events.

Instructor-Led Remediation Training

Remediation activities will be scheduled by the course facilitator in the same manner as curriculum events.

Self-Directed Student Learning Activity

Self-directed activities must receive approval if the event runs outside the normal working hours of the lab.

After-Hours/Weekend Access

Requests are subject to prior approval from the Director, Office of Medical Simulation.

Formal Tours

Except for requests originating with a member of the President's Leadership Group, all requests for formal tours of the lab shall be submitted ten (10) calendar days in advance and are subject to prior approval from the Medical Director of Simulation. Tours shall not in any way interfere with scheduled lab services.

Cancellations

Except for Skills Lab/Task Training and Self-Directed Student Learning, all activities to be canceled require formal notice be given to the SOS.

Given utilization demands of the lab, apart from bonafide emergencies or discretion of the SOS, cancellation shall be initiated no later than seven (7) calendar days prior to the proposed simulation activity.

Skills Lab/Task Training and Self-Directed Learning Activity

Cancellation shall be initiated no later than two (2) calendar days in advance of the scheduled activity.

Activity Participants

Student Sign-In Process

Sign-in processes will differ based on the type of activity being held.

Simulation Activity (Curricular)

Course activities will not require a sign-in process as the students will be broken into groups and classes prior to the learning activity.

Skills Lab/Task Training (Instructor Led)

Students will sign-in with the lab staff overseeing the activity to have their attendance notated.

Self-Directed Student Learning

Students will sign in/out with present lab staff, completing any sign out/in processes for any equipment (trainers and consumables) used during the activity.

Simulation Activity (Non-Curricular)

Students will complete a sign-in form to notate their attendance. Students present for an activity will be removed from the invitation lists for multi-session activities using the group lottery system.

Code of Conduct

Pre-Course Work

Shall be completed prior to a simulation activity, as assigned.

Students must contact their instructor if they cannot meet class requirements.

Dress Code

Scrubs and/or lab coats are expected to be worn for all simulation events. Close-toed, non-slip shoes must be worn at all times. No heels higher than 2 inches will be allowed during events. Rings must be removed to allow the wearing of gloves (bands will be allowed if they do not interfere with gloves). Loose jewelry must be removed, this includes earrings, bracelets/bangles, necklaces, and facial jewelry.

Punctuality

Any student arriving after the start of the pre-brief will not be allowed to participate in the activity.

Preparation

For enhanced learning, all students are expected to come to the lab prepared.

Personal Items

Personal items in the lab shall be limited to only those required for the simulation activity.

Cell Phones

Cell phone possession in the lab is strictly prohibited unless a faculty member specifically requires the use of a cell phone for registration or evaluation purposes during a simulation learning activity. In those instances, students are prohibited from photographing and videoing any person, themselves, or any aspect of the activity.

Conflict Resolution

Issues with a classmate need to be addressed with the Course Director, not lab staff.

Matters of conflict or disagreements regarding simulation operations will be referred to the Medical Director of Simulation for resolution.

Decisions regarding the integration of curriculum into simulation learning will be a collaborative process involving the Faculty Curriculum Committee.

Food and Beverage

Food and/or beverages may not be consumed within the lab. Food products may be used within the lab for educational purposes only. Participants are informed that food used within the lab is to be used for educational purposes only and is not to be consumed or considered safe for human consumption. Once food products have been brought into the lab, they must be used or disposed of. They may not leave the lab for any reason.

Preparation of Standardized Patient Activities

The preparation documentation can be found in the appendix.

Skills Lab/Task Training

Set-up and tear-down time will be scheduled with the activity. Set-up will include preparing trainers and consumables that will be in use. Set-up also includes the preparation of any activity materials or orientation information required for the specific activity. Tear-down will ensure trainers/consumables are cleaned, packed, and in working order. Participants shall not be present for neither the set-up nor the tear-down processes.

Simulation Activity

Simulation activities will include ample lead time to set-up, configure, and prepare any necessary items for the activity. This includes simulators, trainers, consumables, activity/orientation materials, and any applicable pre-configurations. Equipment shall be fully tested as operational before the simulation activity begins. Sufficient tear-down time will be scheduled after the activity to verify all items are complete, cleaned, packed and in working order.

Confidentiality Agreement

Confidentiality Agreement and Audio/Photo/Video Release can be found in the appendix.

In order to optimize the effectiveness of the lab scenarios or other forms of activity being utilized, all persons using the lab may be subject to being recorded in audio or video formats.

Students will be expected to treat manikins and SPs as real patients.

Persons using the lab will be required to sign a *Confidentiality Statement* and *Audio/Photo/Video Release*. Confidentiality Statement and Photo Releases are valid through the Academic Year.

Physical Health and Psychological Safety

It is incumbent on simulation educators to ensure that all participants have a safe psychological and physical learning environment. For the community of educators, there are three distinct principles related to creating a safe work environment: safe work practices, confidentiality, and respect.

Psychological safety is of utmost importance to the lab. All faculty and lab staff will ensure that students will not be subjected to any learning experience that seeks to embarrass or inflict emotional harm. If a student believes their experience amounted to an inappropriate action it shall be reported to the Director, Office of Medical Simulation. Simulations are often developed to create a psychologically realistic environment, which may potentially affect a learner. If the course educator or lab staff determines that the subject scenario is compromising the psychological safety of a participant, the course educator or lab staff shall withdraw the individual to address the situation.

Medical equipment utilized in a simulation is likely to be actual functioning equipment (e.g., defibrillators). Learners shall follow basic safety precautions outlined in the University's policies and procedures. In the event that basic safety precautions are not taken, and a participant is physically harmed, lab staff shall cease the simulation immediately and proceed as appropriate per the University's policies.

Standardized Patient Program

Lab staff will adhere to the physical and psychological safety of SPs by following the Association of Standardized Patient Educators (ASPE) Standards of Best Practice. This is reviewed with all SPs during orientation.

Evaluation of Student, Standardized Patient, and Activity

Simulation activities within the SMaRT lab will be done on a pass/fail (formulative) basis with the goal of reaching a set standard for all learners.

Scored grading will otherwise not be done within the SMaRT lab. How that activity's pass/fail will relate to the grade given within each block, longitudinal course, clinical rotation, or other curriculum will be decided by the faculty leading that course.

Student learners will be given the opportunity to rate each SP and simulation activity according to criteria established by lab staff.

Retention Policy, Data, and Recordings

The SMaRT Lab relies heavily on the collection and retention of various forms of data. Data may be collected via attendance, evaluations, and/or curriculum forms as well as instructor-created evaluations.

Photo/Audio/Video Storage

Storage shall be maintained in accordance with Western University's retention Policies and Procedures.

Data storage and security are vital to maintaining the confidentiality of learners and instructors.

Depending on the sensitivity of the information collected, and the analytical needs, data may be stored in a variety of ways:

Other media (photos, videos, etc.) may be stored on the University SharePoint/Teams/OneDrive ecosystem for use in newsletters, promotional materials, and other needs as identified.

CAE LearningSpace

Activity recordings will be stored in the database. This includes audio, photo, and video, and any recorded output from the equipment used within LearningSpace.

Retention and Destruction

Activity recordings will be retained for four (4) years or until the student graduates.

Recordings used for activities and creation of other media may be retained in perpetuity.

Equipment and Supplies

Available Simulation and Equipment and Technology

Reference source of all available equipment with a brief description of functionalities will be available in the TDX environment at <https://support.westernu.edu>.

Maintenance Procedure

At the end of each activity all equipment must be cleaned, checked back into the lab, and lab locked.

Additional scheduled maintenance shall be completed outside the hours of lab activities. No lab space or equipment shall be utilized without the proper maintenance being completed.

Breakage and Repair

Breakage and repairs will be notated in the Maintenance and Repair Log which will contain the following information:

- 1) Date breakage was reported/repair began.
- 2) Item(s) being repaired, including serial number(s).
- 3) Technician(s) working on item(s) with a description of action(s) taken.
- 4) Repair/Service number(s) from vendor(s), if applicable.
- 5) Vendor/Repair technician(s) contact information, if applicable.
- 6) Date repair was completed.

Misuse

Foreign materials including but not limited to pens, markers, and betadine (povidone-iodine) shall not be used on any manikin or task trainer.

Manikins/task trainers shall not be utilized beyond intended purpose (i.e., forceful manipulation, utilization of inappropriately sized equipment).

Tracking Equipment

A tagging system will be utilized to track specific equipment, user check-out/check-in dates, and inspection upon return.

Equipment Acquisition/Purchasing Process

The SOS will be responsible for purchasing and acquiring items for the lab and learning activities. The SOS will work with staff/faculty/instructors to identify items that require purchase (See *Operations > Scheduling*).

Requests for items purchased outside specific learning activities shall be submitted via a purchasing form housed in TDX at <https://support.westernu.edu>. This form will request the following information:

- 1) Item(s) for purchase
 - Item number(s), link to item(s)
- 2) Estimated cost(s)
- 3) Planned usage of item(s)
- 4) Vendor(s) contact information

Once items are identified, a vendor will be selected by the SOS and purchase submitted. Once items arrive the SOS will perform the intake procedures.

All purchases and acquisitions of new equipment are subject to approval by the Medical Director of Simulation.

Consumables will be purchased as needed based on stock available and planned usage for learning activities.

Pre-Course Preparation

Pre-Course preparation for learners will be developed by the faculty in charge of the learning activity, in cooperation with SMaRT lab faculty and staff. If the activity involved learners from community and local partners who are not Western University of Health Sciences students, input will include clinical experts.

Post-Simulation Activity Turnover

SOS/designated lab staff is responsible for cleaning lab including furniture, computers, manikins, defibrillators, crash carts, etc.

Bed linens are to be changed when soiled.

Biohazard

No true biohazardous materials will be used in the lab. Sharps containers will be used for all applicable items for safe disposal.

Inventory

CAE Inventory Manager will be used to manage inventory of equipment and consumables. Stock alerts will be in place to alert the SOS of any items that may be running low.

Once a month, the SOT will inventory equipment and consumables to verify the CAE Inventory Manager is up-to-date and accurate.

Personal Protective Equipment (PPE) and Sanitation Supplies

PPE and sanitation supplies shall be stored and readily available within the lab.

Every morning, the SOT will restock PPE and sanitation supplies.

Software Management

The SOS will be responsible for maintaining updates on all lab devices including but not limited to:

- 1) Computer systems provided by vendors.
- 2) Software and licenses for vendor applications.
- 3) Simulators and equipment with embedded technology.

Computers and technology connected to the University ecosystem will have their updates and software managed remotely via the University Information Technology department.

Course Content

Responsible Party

The curriculum at Western University of Health Sciences is owned by the faculty. There is an appointed Curriculum Committee to oversee this. Last, there are appointed leads for each block, longitudinal course, clinical rotation, or club activity. SMaRT lab curriculum and course content will be developed and implemented by the various departmental faculty members who lead that curriculum in conjunction with SMaRT lab faculty and staff, and with full disclosure to the Curriculum Committee, The Dean and Vice Deans, and the college faculty as a whole. For Western University of Health sciences colleges other than COMP/COMP-NW, the SMaRT lab will follow the guidelines implemented by those colleges.

SMaRT Lab Scenario Development

SMaRT lab scenario template(s) will be utilized to create simulation activities. These templates will be developed by the Medical Director of Simulation, and will utilize best practices as learned from other simulation labs, COM's, and through the Society for Simulation in Healthcare. Every effort will be made to tailor these templates as needed by the faculty assigned to each curriculum's learning activity.

Learning/Performance Objectives

Performance objectives will be determined by the faculty assigned to each learning activity and as guided by the approved curriculum. Those determined "hard" skills will then be formulative (pass/ fail) with the goal of all learners achieving a set level of expertise.

Observation Checklist Development

A format is to be used for creating learning/performance objectives as developed by the faculty member who has oversight on that activity, in cooperation with the Medical Director of Simulation, and as approved by the Curriculum Development Committee.

Learning and performance objectives shall be created by the course instructor for each SP and simulation activity.

Simulation Technology Review

The SOS will conduct a simulation technology review for each activity held with the course instructor to provide instructions on how to utilize equipment pertinent to the course. The review will also include a confirmation or finalization of any extra equipment or consumables that will be required.

Outside Audiences

When the lab is utilized by non-faculty for outside audiences, the presentation must be first approved by the Medical Director of Simulation or the Director, Office of Medical Simulation.

Appendix

Appendix A – Standardized Patient Policies and Procedures

Standardized Patient Program Mission Statement:

“We are passionate about providing a safe and humanistic environment where students can hone their clinical, interpersonal and communication skills to become caring and compassionate professionals who will serve the community by providing comprehensive, patient-centered healthcare.”

Definition of a Standardized Patient:

A Standardized Patient is a person who has been trained to accurately and consistently recreate the medical history, personality, emotional structure and response pattern of an actual patient at a particular point in time. Western University of Health Sciences uses standardized patients in the training of our medical students. As a standardized patient, you will participate in a simulated medical office visit where male and female student doctors will interact with you, the patient, much the same as your family doctor does.

Confidentiality

Confidentiality is of utmost importance to this Program; on-site and off-site.

Confidential Materials: The cases/checklists used for training are the property copyright of Western University of Health Sciences Office of Medical Simulation. These cases/checklists are to be used exclusively by simulators booked through the Program and for assigned events. Unauthorized use or discussion of these cases/checklists will result in expulsion from the program.

Student/client Confidentiality: No student performance is to be discussed with anyone by name or identifying specifics other than with the Program Staff and/or Facilitator. We must maintain total privacy for the students at all times.

SP/COACH/OBSERVER confidentiality: Any observations of other SP’s performance during training or quality assurance/reliability sessions are to be kept in the strictest confidence. Discussion of SP’s performance is to be limited with the trainer/program staff.

Passwords: Passwords used for computer grading or Blackboard/WebSP access should never be shared with anyone. Passwords should never be displayed in view of students.

Be aware that students may be present at any time on the Western University of Health Sciences campus. Do not discuss your case or any other SP business unless you are in a secure environment to do so. Voices should always stay at a lowered level.

Scheduling

The SP Program’s main method of communication is email and Blackboard/WebSP. Therefore, it is essential that all SP’s obtain an email address and have access to the Internet.

Scheduling Procedure

1. A contact is made via email regarding your availability to work a specific date.
 - To assist you in making a decision to accept the event, the availability notification will consist of:
 - i. Date
 - ii. Time (call time and departure time)
 - iii. Type of case
 - iv. Participation level
 - v. Pay
 - vi. Requirement of additional training
 - Scheduling will be completed on a “first come, first serve” basis as well as consideration for amount of work given lately and skill level based on the discretion on the Program Staff.
2. Confirmation emails will be sent once schedule is set and/or case is posted on Blackboard/WebSP. Once you have been confirmed, it is your responsibility to access Blackboard/WebSP to ascertain all the details of the job which will include call time, case scenario, checklist (if applicable) and any other pertinent information. If you believe an error was made in your schedule, it is your responsibility to bring it to the Program staff’s attention.
 - No SP will be required to participate in an activity or session or be penalized for choosing not to participate. However, if you do consent to an activity or session, we will assume you will demonstrate responsibility and arrive at the scheduled time.
3. Please review your materials within 24 hrs. of receiving them or notice that they are posted. If you have any questions, send an SP Educator an email with all questions as soon as possible. This will give them time to contact the instructor prior to the event so we can “hit the ground running” on the day of the event.

Scheduling Notice

We try to give you as much notice as we get! Our standard is to post all event information 1 week prior to event; however, unforeseen circumstances may prevent this at times. If you are available on an “emergency basis,” contact us. We know SPs are people too, and emergencies and illnesses may occur. While you are contracted by the Western University SP Program, all scheduling is done by the SP Program staff.

Cancellations

In the event of circumstances that prevent you from coming to a scheduled session, please notify the Educator that hired you as soon as possible. Last-minute cancellations cause stress for the program personnel, student and the SP who is called at the last minute to cover your event. A pattern of last-minute cancellations will be addressed by the director. A pattern of last-minute cancellations may impact your selection for events.

Although we appreciate your conscientiousness, please do not directly contact a replacement SP on your own. Please see emergency phone numbers at the end of this document. **SP cancellations must be reported ASAP.**

Clients are not allowed to schedule our SP's/COACHES

- If you should receive a call or job offer directly from a client (internal or external) please contact us immediately.
- If you privately schedule sessions unauthorized by the *Office of Medical Simulation*, you will be immediately terminated as a SP.

Professionalism – Preparation and Punctuality

Professional Preparation

It is your professional obligation to come to the session prepared. This includes having a paper copy of your case materials with you as well as knowing the details of the case and checklist. Specifics about an event (i.e. call time, dismissal time, lunch provided, etc.) are in the confirmation email and/or Blackboard/WebSP (example in Scheduling section). Please read this carefully. If you have any questions, please contact the appropriate program staff member.

Punctuality

Punctuality is of dire importance for the reputation of the SP Program. You must be available for the full time requested. **It is mandatory that you arrive at the designated meeting space at the designated call time. Please allow time for parking and signing in on your timecard;** If you have a last minute emergency or are running late for any reason, you **MUST** notify program staff as soon as possible; this gives Program staff time to call in another SP to replace a no-show and to communicate last-minute client changes. Punctuality is of key importance during performance reviews.

Arriving Late

Unforeseen circumstances arise for everyone, but punctuality is a professional courtesy for our students. If there is a pattern of tardiness, you will be asked to speak with one of the Program Staff. A pattern of tardiness may impact your selection for events. In the event you do not arrive by your designated call time, the SP Program reserves the right to call a replacement SP. If this occurs, you will not be compensated for the event.

Gown Policy

All standardized patients will be issued a patient gown. The gowns are not to be altered in any way. It is the SP's responsibility to bring a clean gown (not torn, wrinkled, or otherwise in disrepair) to all events that require the SP to be in a gown. If a SP fails to bring a gown that meets these specifications to a required event, the SP will be issued a loaner gown and a notation will be made. (The SP must return the loaner gown clean, not torn, wrinkled, or otherwise in disrepair with him/her to the next event they are scheduled to work). The second failure to bring an acceptable gown to a required event will result in the SP being issued a paper gown. Continued failure to come prepared to events could reduce the number of work offers the SP receives.

Gown Policy for New SPs

During the first year of work for a newly certified SP, s/he will be issued a patient gown for each event s/he participates in. The SP will check out a gown from the Administrative Assistant (Gloria Flores) and return it at the end of the event to the laundry box in reception area. If a SP is hired for more than one day during any given week, s/he will be required to turn the gown in at the end of the last day worked during the week. At the end of the academic year, all newly certified SPs who are invited to participate in the SP Development workshop will be given a gown of their own that they will be responsible for laundering and bringing to all future events.

Timecards

You will be required to fill out a timecard for every event. Pertinent information for your timecard will be found on the white board. Please verify that you are entering the correct information on your timecard. Ask a member of the Program staff if you have questions. If your timecard is not filled out correctly or completely, there may be delays in payment. Do NOT allow any other person to sign in or out for you!

In Role

Do not speak with the learners/students “out of role” before or during the simulation unless designated to do so for feedback purposes. This is for off campus as well as on campus interaction.

Remember, the cameras may be recording at any time – even when the students leave the room. Do not make gestures (rolling eyes, thumbs down, etc.) or make comments about the students at any time. The tapes may be sent to faculty or observed by the student at a later date. At the end of the encounter, simply complete checklists or feedback without any editorializing.

Training

All training will be provided by an Educator or a designated SP Trainer. Please ask these trainers for assistance at any time. Training MUST be done by a designated trainer.

If a SP does not attend a required training session, s/he will not be able to participate in the event. If there are mitigating circumstances that require re-scheduling of the training with the trainer, please contact the SP Educator.

Orientation to specific event requirements will be provided prior to the event. This may be a few days prior to the event or the day of the event. You will be notified of details in your confirmation email and on Blackboard/WebSP.

Quality Assurance

Quality of the SP performance is a priority of our program. Quality assurance will be maintained using several methods:

- Direct observation during training
- Direct/scheduled observation during sessions
- Direct/random observations during sessions
- Video review

- Self-Video review by SP

Feedback will be provided. This may be verbal or written or both.

If, at any time, you feel you are in need of a review, or if you have questions or concerns with the simulation, arrange some time with Program Staff.

Folders and Paperwork

Cases and Checklists

Please retain all of the cases you are trained in for future use. It is highly recommended that you obtain a daily planner and a 3-ring binder to keep track of your schedules, manuals, simulations, and training and pay information. Bring your cases (or the relevant case) each time you come to work.

Responsible for Materials on WesternU Campus

You are responsible for all materials you bring to WesternU campus. Never leave your case materials unattended while on campus. Do not throw materials in the trash or leave them behind in your exam room. Any unneeded materials must be shredded or otherwise destroyed.

Clipboards

Clipboards will be made up for particular events. Each clipboard will contain the materials needed for the session. Instructions may also be placed on your clipboard so please read each item carefully. If you have any questions, please contact a Program staff member.

Exam Room and Housekeeping

Should you have a problem or a question during an assessment, training or teaching session, please remain in your room. Pick up the phone and dial the control room and one of the staff will come to assist you.

SPs are responsible for making sure their exam room is set up properly and the supplies (i.e. tissue, gloves, cones, etc.) are stocked. Please call the control room if running low on anything, if equipment in the room is not in working order, or when in need of a drape

The SP is responsible for removing all their paperwork from the exam room at the end of their session. You are not to leave the room at the end of the session until you hear an announcement over the loudspeaker saying SP's may exit their rooms.

SPs are responsible for keeping their room clean and disposing of any trash before leaving a session

Please bring your own water bottle which can be refilled throughout a session.

Due to the confined space of exam rooms and training rooms, basic personal hygiene is most appreciated. We must maintain a "scent-free" environment to avoid discomfort of the students or others.

Control Room Conduct

When in the Control Room, maintain silence so that others can listen and concentrate.

Beverages are not allowed in the control room unless in covered containers such as travel mugs with lids or water bottles (we just can't risk spills). You may bring your own container for this.

Privacy is critical to the Program. You may be observing (or being observed by) another SP for training purposes. If the examination is sensitive, every effort will be made to protect your privacy by the staff. Alternatively, it is important for you to be sensitive to the activities on the monitors, it is essential that you restrict your viewing to the monitor you are assigned to watch.

General

Personal relationships with Medical Students

It is our policy that SPs do not personally interact (directly or indirectly) with the medical students since you are in a position of evaluating them. This could result in your expulsion from the program.

We are not providing a professional service to the student if he/she has to expend energy to discriminate between you as a patient and you as a friend while at the center. If you foresee a conflict of interest with a learner, please notify the appropriate SPP staff member.

Conflicts

If you are experiencing any difficulties with simulators, faculty, staff or clients, please address these concerns in a timely manner and in detail to the Program Staff.

Inappropriate student behavior

In the event a student conducts him/herself in an inappropriate manner; the SP may (at their own discretion) immediately respond by stopping the encounter and calling the control room for assistance.

Telephone Numbers

It is the policy of the SP Program never to give out personal phone numbers - even to other SPs. If you want to share your telephone numbers, you must do it yourself.

Resigning or Departing from the WesternU SP Program

All cases, checklists, multi-media material and written materials are the property and copyright of Western University of Health Sciences. These cases are to be used exclusively by simulators booked through the Program. Upon resignation, all materials are to be returned to the program staff or destroyed.

Contact Information for Office of Medical Simulation – Pomona

Anne Swanson – Director, Office of Medical Simulation

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John Nesbit – SP Educator

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jnesbit@westernu.edu

Kasey Millar – SP Trainer

kmillar@westernu.edu

Karla Noriega – Administrative Assistance II

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noriegak@westernu.edu

Contact Information for Office of Medical Simulation – Lebanon

Derrick Sorweide, DO FACOPF – Medical Director of Simulation

Cell: (541) 450-3543

dsorweide@westernu.edu

Kelly Mack – Director, Office of Medical Simulation

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Chancellor Jensen – Simulation Operations Specialist

cjensen@westernu.edu

Maegan Christoson – SP Educator

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Mark McIntire – Coordinator

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Appendix B – Job Description – Director, Office of Medical Simulation

Job Title: Director, Office of Medical Simulation

Supervisor: Medical Director of Simulation

Position Description:

Manage and continue the development of the Office of Medical Simulation, which includes the SMaRT Lab and Standardized Patient Programs on the Lebanon campus to meet the needs of WesternU students.

Knowledge, Skills, and Abilities:

- Possess good verbal and written communication skills.
- Ability to speak publicly.
- Effectively interact with administration, faculty, staff, and students.
- Represent the Western University Office of Medical Simulation.
- Knowledge of standards of best practice in simulation, learning and assessment.
- Knowledge of medical terminology and basic non-invasive medical diagnostic equipment (i.e., blood pressure cuff, stethoscope, and otoscope) as well as a general understanding of basic physical examination.
- Strong project management skills with demonstrated ability to coordinate multiple dynamic and complex projects across various teams.
- Basic desktop computer skills and general knowledge of audio-video recording systems
- Ability to learn new software and platforms quickly.

Required Qualifications:

- Education: Bachelor's degree in an applicable or related field
- Experience: 3-5 years administrative experience, preferably in higher education or a standardized and/or simulation lab.

Preferred Qualifications:

- Education: Master's degree in Education, Communication, Health or Behavioral Sciences, Nursing or closely related discipline.
- Experience: Experience in a clinical medical

Work Hours:

- Some evenings and weekends may be required.

Essential Job Duties:

- Supervise Standardized Patient Educator in SP recruitment, hiring, training, and case development. Establish and maintain cooperative working relationships with faculty, staff, students, vendors, and administration.

Percentage of time: 10

- Identify and implement guidelines for maintaining simulation labs in accordance with best practices. Promote and support collaborative simulation learning activities across health sciences disciplines. In conjunction with the Medical Director and SOS, partner with area healthcare providers to and facilitate simulation-based training and education opportunities

Percentage of time: 10

- Develop annual program budget for Office of Medical Simulation, as directed, prepare quotes for internal and external clients, approve department purchases, travel and expense reports. Oversee invoicing for internal and external clients for Standardized Patient Services, Clinical Skills Lab (CSL), and the SMaRT Lab.

Percentage of time: 10

- Collaborate with SP Staff, Department of Family Medicine (DFM), and the SMaRT staff for scheduling use of labs and overseeing the inputting of schedules into CAE software. Collaborate with the DFM faculty, SP Educators, SP Program staff, SMaRT Lab staff and other faculty and staff in Lebanon and Pomona to maintain high-quality service and educational innovation.

Percentage of time: 5

- Works with the IT and Media staff to oversee maintenance and upgrades to include, but not limited to, identifying software, supply and equipment needs, monitoring equipment, trouble shooting and resolving problems.

Percentage of time: 5

- Oversee all 3rd year activities that involve standardized patients and reporting final Objective Structured Clinical Examination grades, and all (Multiple Mini Interview) MMI SP encounters.

Percentage of time: 10

- Oversee all 1st and 2nd year activities and reporting of grades.

Percentage of time: 10

- Oversee training of faculty as requested in the use of standardized patients for teaching and assessment and assisting with case development activities for faculty and external clients.

Percentage of time: 5

- Leads humanism debriefing and introductory sessions.

Percentage of time: 5

- Responsible for student communication, clinical skills development, and remediation. Responds to student inquiries regarding OSCE grades.

Percentage of time: 5

- Remains current with developments in the fields of simulation, standardized patients and learning theory. Investigate best practices for standardized patients and simulation and participate in research initiatives, assuring ethical and confidentiality issues are incorporated.

Percentage of time: 10

- Ensure performance standards are met for all SP activities by completing the following:
 - *Render final approval on all SP hiring decisions,*
 - Observe SP performance and develops a remediation program if the Inter-Rater Reliability (IRR) score falls below program standards.

- Perform biannual one-on-one meeting with each SP to review professional development goals and performance.

Percentage of time: 10

- Creates and implements a plan to market SP and Simulation Program services to external clients.

Percentage of time: 2.5

Actively participate in Professional Development activities including but not limited to conferences, seminars, trainings, and certification courses. *Percentage of time: 2.5*

Appendix C – Job Description – Admin Assistant, Office of Medical Simulation

Job Title: Administrative Assistant

Supervisor: Director of Office of Medical Simulation (OMS)

Position Description:

Provides support for the COMP-Northwest office of Medical Simulation by scheduling, assisting, and managing information and provides administrative support to department directors, SOS, and the Assistant Dean.

Specific Responsibilities:

- Provides support to the Director, Medical Director, and SOS, Office of Medical Simulation by scheduling appointments, maintain department records and files and the occasional correspondence. Must be able to initiate correspondence in anticipation of the office's response on routine matters. Supports other departments by cross-training on related jobs and assisting with various student activities.
 - Percentage of time: 75
- Provides support to the departments by scheduling meeting notices and agendas, coordinating arrangements for meeting and reconcile business travel costs.
 - Percentage of time: 10
- Orders departmental office supplies, materials for meeting and plans for visiting faculty, guest lecturers, and Sim Lab tours.
 - Percentage of time: 10
- Assists with budget processes, material requisitions, and travel reports.
 - Percentage of time: 5

Education and Experience:

- 2-3 years office experience.
- Any combination of education and/or experience that provide the required knowledge, skills, and abilities.
- Associate's degree Preferred.

Skills and Abilities

- Individuals must possess knowledge, skill, and abilities to be able to explain and demonstrate that the individual can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.
- Excellent verbal and written communication skills. Ability to interact effectively with administration, faculty, staff, and students.
- Excellent computer skills are necessary to set up document formats in Word, Excel, PowerPoint, Outlook, Resource Scheduler, and any other software program required by this position.
- Skills with fax, copy machine and telephone operation.
- Ability to prioritize multiple projects and assignments.
- Ability to work overtime.

Physical Demands:

- The physical demands described here are representative of those that must be met by any employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is frequently required to use hand and talk or hear. The employee is regularly required to stand, walk, sit and reach with hands and arms. The employee is occasionally required to stoop. The employee must regularly lift and/or move up to 10 pounds and must occasionally move or push by cart up to 25 pounds. Specific vision abilities required by this job include close and color vision, and ability to adjust focus. Overtime may be required.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.
- Duties of the position are normally performed in a typical office setting. The noise level in this setting is usually moderate due to the proximity of various office machines.

Appendix D – Job Description – Simulation Operations Specialist (SOS)

Job Title: Simulation Operations Specialist (SOS)

Supervisor: Director of Office of Medical Simulation (OMS)

Position Description:

The Simulations Operations Specialist (SOS) is a specialized role dedicated to the support and operations of the Simulated Medical Readiness Training (SMaRT) Lab. The SOS will oversee all operations both in and pertaining to Simulation Education at COMP-NW. The SOS will also oversee and facilitate the programmatic aspects of Simulation Education.

Specific Responsibilities:

- Maintains knowledge of all simulation equipment, including operational manuals and maintenance procedures
 - Percentage of Time: 5
- Programs and operates simulation equipment.
 - Percentage of Time: 25
- Manages inventory maintenance.
 - Percentage of Time: 5
- Programs and operates the Learning Management System (LMS)
 - Percentage of Time: 2.5
- Schedules simulation events
 - Percentage of Time: 2.5
- Trains staff, students, and faculty for simulation exercises
 - Percentage of Time: 5
- Maintenance and cleaning of simulation rooms and equipment
 - Percentage of Time: 10
- Develop the simulation program and curriculum.
 - Percentage of Time: 5
- Purchases equipment and consumables for the Lab
 - Percentage of Time: 5
- Maintains usage logs and reporting.
 - Percentage of Time: 2.5
- Maintains budgetary information and reporting.
 - Percentage of Time: 2.5
- Supervisory duties include overseeing the Simulation Operations Technicians (SOTs) and outside interns
 - Percentage of Time: 15
- Administrative duties include communication with staff, students, faculty, and outside organizations, creating documentation and training materials, checklists, and material lists for reporting and learning events.
 - Percentage of Time: 10

Education and Experience:

- 4-6 years' experience in Information Technology or related field
- 1-2 years' experience in Simulation Education
- CHSOS Certification preferred.

Skills and Abilities:

- Team player who values communication, collaboration, and mutual support
- Experience managing and/or supervising a team.
- Strong interpersonal and communication skills to interact with and work efficiently with other faculty, staff, students, and vendors in a positive, helpful, and cooperative working relationship
- Proficient in providing technical support in computer hardware and software
- Proficiency in simulation software such as CAE LearningSpace, Laerdal LLEAP, and Gaumard UNI
- Experience managing and operating a department budget.
- Must be able to learn new technical system efficiently.
- Organized and detail-oriented with strong verbal and written communication skills.
- Respect for and able to maintain confidentiality.
- Understand and follow proper procedures to maintain safety of staff, faculty, and students
- Able to complete tasks and duties autonomously.
- Physical ability to lift, carry, and move items and equipment weighing up to 50 pounds.

Appendix E – Job Description – Simulation Operation Technician (SOT)

Job Title: Simulation Operations Technician (SOT)

Supervisor: Simulations Operations Specialist (SOS)

Position Description:

The Simulations Operations Technician (SOT) provides dedicated support and expertise related to technical and operational components of the Simulated Medical Readiness Training (SMaRT) Lab. The SOT is able to set up, operate, maintain, and troubleshoot simulation equipment and software. Operational activities include scheduling of maintenance, lab utilization, and inventory maintenance.

Specific Responsibilities:

- Maintains knowledge of simulation equipment, including operational manuals and maintenance procedures
 - Percentage of Time: 5
- Programs and operates simulation software.
 - Percentage of Time: 35
- Manages inventory maintenance.
 - Percentage of Time: 10
- Maintains knowledge of simulation Learning Management Systems (LMS)
 - Percentage of Time: 2.5
- Sets up and breaks down simulation rooms and areas including simulators, medical equipment, and props
 - Percentage of Time: 10
- Assists SOS with scheduling of simulation events.
 - Percentage of Time: 2.5
- Assists SOS with training of staff, faculty, and students.
 - Percentage of Time: 5
- Assists SOS with day-to-day maintenance and cleaning of simulation rooms
 - Percentage of Time: 10
- Assists SOS with day-to-day maintenance of simulation equipment.
 - Percentage of Time: 10
- Administrative duties include creating documentation and training materials, checklists, and material lists for simulation events
 - Percentage of Time: 10

Education and Experience:

- 2 years' experience in Information Technology or related technology field

Skills and Abilities:

- Team player who values communication, collaboration, and mutual support
- Strong interpersonal and communication skills to interact with and work effectively with other faculty, staff, students, and vendors in a positive, helpful, and cooperative working relationship
- Experience providing technical support in computer hardware and/or software

- Proficiency or experience with simulation software such as CAE LearningSpace, Laerdal LLEAP, and Gaumard UNI
- Experience managing and configuring mobile devices such as tablets and laptops
- Must be able to learn new technical systems efficiently.
- Organized and detail-oriented with strong verbal and written communication skills.
- Respect for and ability to maintain confidentiality.
- Understand and follow proper procedures to maintain safety of staff, faculty, and students.
- Able to complete tasks and duties autonomously
- Physical ability to lift, carry, and move items and equipment weighing up to 50 pounds

Appendix F – Staff, Faculty, and Student Simulation Orientation

TBA upon final completion

Appendix G – Preparation of Standardized Patient Activities

Activity Procedure Planning, Implementation, Closure

Activity Title and Target Date: _____

Activity Planner(s) and Contact Info: _____

Pre-Encounter Process

- 1) Conceptualization Phase
 - a) Meet with faculty member to gain insight into overall objectives of simulation activity.
 - b) Discuss best modality of simulation to meet objectives.
 - c) Discuss case development template.
 - i) Review completed case template with faculty member to fill in any gaps.
 - ii) Discuss assessment forms.
- 2) Observer (faculty)
- 3) SP
- 4) Student self-reflection
- 5) Pre/Post survey of learners
- 6) Overall simulation activity evaluation
- 7) Logistics
 - a) How many learners
 - i) Obtain first and last names of all learners.
 - b) Length of each scenario
 - c) Order in which scenarios are organized.
 - d) Flow of activity (downtime, etc.)
 - e) Staffing needs
 - i) SPs
 - ii) Simulation operators
 - iii) Supporting roles
 - f) Thorough equipment list for each scenario
 - g) Audiovisual needs (recording, evaluations, findings)
 - h) Source of funding
- 8) Communication
 - a) Faculty Briefing
 - i) Meet with all participating faculty 1-2 days prior to activity to go over case scenarios, expectations, and evaluation criteria.
 - b) Simulation Staff Briefing
 - i) Expectations
 - ii) All roles filled.
 - iii) Level of interaction with learner
 - iv) Standardization of procedures in each scenario room
 - v) Familiarization with available equipment

- c) Dry Run
 - i) Obtain volunteer learners to run through each scenario to test the states (palettes)
 - ii) Do dry-run with staff who will be active participants.
 - iii) Double check needed equipment list.

Live Activity

- 1) Set up rooms at least two (2) hours prior to start time.
- 2) Review checklist of equipment needed in each room.
- 3) Simulators powered on and set to scenarios (double check) (thirty (30) minutes to an hour in advance)
- 4) Audio/Video test at least one (1) hour prior to start time
- 5) Distribute evaluations and other paperwork to appropriate stations.
- 6) Faculty pre-brief of learners
 - a) Objectives of day
 - b) Orientation to flow of day's activity.
 - c) Touch and listen to simulator.

Post Activity

- 1) Debriefing
 - a) Faculty with learners
 - i) Lessons learned.
 - ii) Areas for improvement
 - iii) Suspension of disbelief
 - b) All other participants in simulation activity (simulation operators, SPs, supporting roles)
 - i) Overall impressions
 - ii) What worked well?
 - iii) Complications
 - iv) Suggestions for improvement
 - v) Any missing pieces to help lead to success.
- 2) Equipment
- 3) Knowledge



Confidentiality Agreement

As a participant in the event(s), I will observe the performance of other individuals as I take part in the simulation. Out of respect for the spirit in which this training is conducted, I will maintain and hold confidential any and all information regarding the performance of all individuals.

Photo/Video Release

I hereby grant to the SMaRT Lab the right to reproduce, use, exhibit, display, broadcast, distribute and create derivative works of the photographs and/or videotaped images of the undersigned person to promote, publicize and explain the benefits of Simulation.

This includes the right to publish such images on their websites and in PR/promotional materials, fund-raising materials, and publications. These images may appear in any of the wide variety of formats and media now available and that may be available in the future, including, but not limited to print, broadcast, videotape, and electronic/online media.

Name (print) _____ Date _____

Signature (signifies acknowledgement of both) _____