

Interprofessional Simulation Center Bloomington

A joint program of



INDIANA UNIVERSITY
SCHOOL OF MEDICINE



INDIANA UNIVERSITY
SCHOOL OF NURSING



Indiana University Health

Policy and Procedure Manual

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Preamble:

The Interprofessional Simulation Center at the Regional Academic Health Center on the Indiana University Bloomington Regional Academic Health Center campus is a cooperative effort of IU Health Bloomington (IUHB), Indiana University School of Nursing (IUSN), and Indiana University School of Medicine (IUSM). The establishing agreement initiated on November 23, 2020, delineates responsibilities for shared governance and financial support. This Policy and Procedure Manual outlines operational practices in the Simulation Center. Each of the three founding entities maintain their own P&P practices which should be followed in the Simulation Center. To provide consistency in the Simulation Center and interactions during interprofessional events, where there are conflicts in policy or absence of policy, the Simulation Center policy takes precedence.

This Policy and Procedure manual is meant to cover common operational practices. It cannot cover all possible situations. It is the responsibility of all involved in simulation, from leadership, to staff, to learners and users to always use their best judgement and perform in alignment with the values of Indiana University and IU Health.

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Vision:

Create the best simulation-based education experiences that lead to the best clinical and educational outcomes in Indiana and beyond.


Mission:

Our mission is to create innovative simulation-based health care education programs that emphasize interprofessional collaborations to improve learning outcomes across all our learner groups, enhance patient care not only locally but throughout the world, develop research that leads to new discoveries in education and clinical care, and advance the performance of our partners while building a culture of excellence emblematic of the core values that support our service to Indiana University, Indiana University Health, and the communities we serve.

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Governance and Administration

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Governance		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The Interprofessional Simulation Center (Center) was established on November 23, 2020, with a Memorandum of Understanding (MOU) that delineated a shared governance model between IU Health Bloomington (IUHB), Indiana University School of Nursing (IUSN), and Indiana University School of Medicine (IUSM).

Following the direction established in the MOU, an Executive Committee was established to provide oversight and governance to the Simulation Center. The MOU provided for optional additional committees to serve intermediary functions reporting to the Executive Committee.

Reason for Policy/Purpose:

The Interprofessional Simulation Center provides services to three primary partners who supply funding for the Center.

Definitions:

Executive Committee – Three-member board with representation from IUHB, IUSN, and IUSM, all appointed by senior leadership of their respective organizations to provide oversight to the Simulation Center.

Partner Organization – The three entities listed in the founding MOU (IUHB, IUSN, IUSM), or other entities that are added to the MOU, that supply primary funding for the Center.

Director, Interprofessional Simulation Center – Individual assigned to operational and strategic leadership functions of the Center.

Procedures:

The 2020 MOU outlines specific responsibilities for the Executive Committee. These include:

- Local operational oversight with each member having an equal say.
- Develop, approve, and fund annual operating and capital budgets.
- Annually review usage and operational costs and adjust member funding percentages.

Additional specific responsibilities include:

- Develop, approve, and update the Center’s vision statement, mission statement, and strategic plan.
- Approve Center policies and procedures.
- Provide input for Director’s annual evaluation.
- Serve as liaisons for their respective organizations to advise the Center of anticipated changes, needs, and strategic directions that will impact Center operations.
- Approve revenue generating programs including external commercial contracts and internal curriculum offerings intended for inclusion in the IU course catalog.
- Approve new Partner Organizations and ex officio members of the Simulation Executive Committee.
- Oversight of quality management
- Perform functions outlined elsewhere in this Policy and Procedure Manual.


Operationally, Indiana University Human Resources requires a single individual for reporting lines for the Center Director. As a member of the Executive Committee, an IUSM Executive Committee member (or designate) serves as the direct supervisor for the Director.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Interprofessional Simulation Center Organization Chart (Appendix [IUB-SIM-1000A](#))

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1001
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Personnel (Roles and Responsibilities)		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Each Simulation Team member has tasks detailed in their individual job descriptions with their respective organizations. Specific roles and responsibilities related to the Interprofessional Simulation Center may go beyond those job descriptions.

Reason for Policy/Purpose:

Defining staff roles and responsibilities ensures compliance with Society for Simulation in Healthcare accreditation standards and provides direction for all simulation users.

Definitions:

Director, Interprofessional Simulation Center – Provides operational and strategic leadership functions of the Simulation Center.

Simulation Coordinator – Provides day-to-day operations supervision for personnel and simulation activities, simulation technical support, and simulation-based education program development.

Simulation Technician – Provides daily simulation operations and technical support.

Simulation Technician (PRN) – Provides simulation operations and technical support as assigned.

Simulation Intern – Undergraduate student assigned to simulation center through scholarship or other programs.

Course Director – Lead individual responsible for specific courses conducted in the Center.

Faculty, Educator, or Instructor – Individual who conducts simulation-based education activities. May also share other roles such as Course Director and/or Subject Matter Expert. May also provide technical operations support for simulation-based education activities if capable.

Subject Matter Expert (SME) – Individual with content knowledge of simulation-based education activity who may not have strong knowledge of simulation-based education practices. If they do not have knowledge of simulation-based education practices, they may require guidance from Center staff.

Assessor – Serves as Faculty, Educator, or Instructor in simulation-based assessment activities.

Procedures:


None

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standard – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standard – Teaching/Learning
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standard – Assessment
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Interprofessional Simulation Center Organization Chart (Appendix [IUB-SIM-1000A](#))

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Center Access		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The Interprofessional Simulation Center is an education and training resource open to IUSN, IUSM, IU Health, and other schools and departments on the IU Bloomington campus and to approved community organizations. The Center houses a large amount of technical and expensive equipment that that must be used appropriately. Access to the Center is limited to users with specific needs for that equipment and Center space. The Center staffs the facility at scheduled times; however, access may be made outside scheduled staff coverage on an as needed basis.

Reason for Policy/Purpose:

This policy provides specific rules for use of the Center, especially in hours outside normal staff schedule.

Definitions:

None

Procedures:

- The Interprofessional Simulation Center is staffed Monday through Friday, 8:00 AM to 4:30 PM, except for Indiana University holidays. During these hours, the Center is available for scheduled events and can accommodate walk-in requests as available according to the Center schedule.
- After-hours access can be arranged in advance by calling 812-855-2161 or by emailing HSBsim@iu.edu.
- After hours badge access to the Center is available to select Faculty, Educators, Instructors, and students as needed.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

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Utilization Reporting	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1003
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Utilization of the Interprofessional Simulation Center and/or its resources will be recorded in a consistent and accurate manner to generate reports in sufficient detail to satisfy all Center stakeholders. Utilization metrics recorded include Sessions, Learners, Contact Hours, and Courses.

Reason for Policy/Purpose:

Accurate reporting of Interprofessional Simulation Center utilization is needed for documentation of use, planning, and budget justification and allocations.

Definitions:

Session – An individual occurrence of a simulation experience which may include one or more individual events but are included as a single scheduled Session and include the same Learners. Simulation Sessions may be held in the Simulation Center or at an outside location.

Examples:

- Learners have simulation experience that includes a single simulation experience that lasts for 30 minutes (including debriefing)
- Learners have a simulation experience that includes four simulation experiences over a contiguous 4-hour span of time including debriefing,

Each example is counted as one (1) Session.

- A series of simulation activities is planned for one hour each for four hours in the afternoon. Each hour includes a new group of Learners.

This example is counted as four (4) Sessions.

Activity – Used interchangeably with Session. Simulation standards use both terms for the same meaning.

Event – Used interchangeably with Session. Simulation standards use both terms for the same meaning.

Learner – Any individual that participates in a Session managed, coordinated, conducted, or supported by Simulation Center staff or using Simulation Center resources. Learners are counted for each Session they participate. For example, a learner who attends two Sessions in one week is counted once for each Session attended.

Contact Hour – The number of hours an individual Learner participates in the simulation activity including the briefing, simulation, debriefing, and other related time dedicated to the Activity.

Unique Learner – The number of individuals who participate in simulation Sessions over a specified period where each is counted only once regardless of how many Sessions were attended. At present, the Center’s utilization tracking is not able to document this metric.

Simulation Resource – All equipment, supplies, space, and other simulation resources dedicated to a Session.

Resource Time – Total time a Simulation Resource is in use and unavailable for use by others. In addition to actual simulation Session use, this also includes maintenance, set-up, tear-down, and other reasons for unavailability.

Course – Overarching grouping of a set of Sessions that make up a unified instructional program such as a course curriculum. In some instances, a single Session may also be defined as a Course if it is a standalone simulation experience.

Scenario – A single simulation episode or experience. A Session may have multiple Scenarios, such as an unfolding case that includes three episodes over the length of the simulated patient’s care.

Procedures:

- Center staff are responsible for recording all metrics in the HSB Sim Events database.
- Faculty, Educators, and Instructors will support metric reporting by providing information as requested.
- All Sessions that utilize Simulation Resources are included. This includes Sessions conducted in the Center, in-situ Sessions, or Sessions conducted at any other location.
- Quarterly and annual (fiscal, academic, and calendar) year reports will be produced for the Simulation Executive Committee and other stakeholders as requested.

Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

Ethical Standards and Organizational Values	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1004
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulation sessions will be conducted ethically and within the values of each partner organization and within their professions.

Reason for Policy/Purpose:

Promoting and maintaining an ethical department that operates with the stated values of each partner organization is essential to creating a fair and just workplace and education environment.

Definitions:

- Society for Simulation in Healthcare Simulationist Code of Ethics
<https://www.ssih.org/SSH-Resources/Code-of-Ethics>
- Indiana University Values
<https://www.iu.edu/about/index.html>
- IU Health Values
<https://iuhealth.org/about-our-system>
- IU Code of Student Rights, Responsibilities, and Conduct
<https://studentcode.iu.edu/>
- IU School of Medicine Honor Code
<https://medicine.iu.edu/about/policies-guidelines/honor-code>
- IU School of Medicine Physician’s Oath
<https://md.mednet.iu.edu/policies-guidelines/handbook/physicians-oath/>
- IU School of Nursing Values
<https://nursing.iupui.edu/about/values.shtml>
- American Nurses Association Code of Ethics for Nurses
<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>
- American Medical Association Code of Medical Ethics
<https://www.ama-assn.org/delivering-care/ethics/code-medical-ethics-overview>
- National Association of Social Workers Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- American Speech-Language-Hearing Association Code of Ethics
<https://inte.asha.org/Code-of-Ethics/>

Procedures:


None

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Professional Integrity
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1005
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Video Recording and Data Retention		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Recording of audio and/or video of Learner(s) experience may be required for either review of training experiences in a formal debriefing setting, documentation and grading of summative assessments such as Objective Structure Clinical Examinations (OSCEs) and kept as part of the Learner’s record, or for research projects. Security and maintenance of privacy of those recordings is essential. As part of the video management plan, retention and destruction will be clearly defined for video records.

Reason for Policy/Purpose:

Privacy of Learner performance is essential to maintain trust. There are additional regulatory motives for retention and destruction of Learner video files, particularly in relation to FERPA requirements.

Definitions:

- SimCapture – Trade name of audio/video/documentation system used in the Center. Formerly called B-Line Medical before acquisition by Laerdal Medical.
<https://laerdal.com/us/products/simulation-training/manage-assess-debrief/simcapture/>
- OSCE – Acronym for Objective Structured Clinical Examination. While typically associated with medical student assessments using Standardized Patients, the term is more broadly applied to any formal simulation-based assessment that utilizes a standardized assessment scenario and assessment tools for other Learners such as physician residents.
- FERPA – Acronym for Family Educational Rights and Privacy Act that details record retention and access for students in any federally funded school, college, university, or education program.
 LINK - [Student Privacy Policy Office | U.S. Department of Education](#)

Procedures:

- Video recording should be limited to specific needs of the Session.
- If video recording is only used for debriefing, video should be deleted within 30 days.
- If video recording is for Medical Student OSCE Sessions, videos will be retained until Learner graduation, after which they will be deleted.
- Access to videos is limited on a “need-to-know” basis, similar to medical records access in the clinical environment. Access will be defined by Course Directors with Center staff programming access requirements into the SimCapture system.

- Transfer of videos to portable media devices requires use of encrypted portable drives and is only authorized by Course Directors in writing or electronic communications. Video security then falls on the Course Director.
- Video recorded for approved research projects is EXEMPTED from the 30-day deletion requirement. The research study's Principal Investigator will direct when videos can be deleted.
- Consent for video recording for learners is implied through permissions provided at time of employment (IU Health) or enrollment in courses (IU).
- Notices of video recording are placed in each simulation room.
- SimCapture can store other data such as scoring sheets. Retention and deletion of this data will follow the same guidelines as their related videos. Course Directors are responsible for assuring this data is documented in the appropriate grading system if applicable.
- Centrally collected Data including course evaluations accessed through Center QR code are stored and retained on secure servers within the IU system. Access is limited to individuals with permission from the Center Director.
- Other forms of Data such as paper documentation are the responsibility of the Course Directors.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Evaluation of Learning and Performance Integrity
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00103-1/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00103-1/fulltext)
- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

Learner Expectations	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1006
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Learners will conduct themselves in a professional manner, demonstrating respect for others including Faculty, Educators, Instructors, Simulation Staff, and other Learners; showing positive regard for simulation equipment and supplies; and conducting themselves in a manner consistent with the values of Indiana University and/or IU Health, and their profession.

Reason for Policy/Purpose:

Simulation attempts to replicate the clinical environment and requires all simulation users, including Learners, to always model professional conduct.

Definitions:

- Society for Simulation in Healthcare Simulationist Code of Ethics
<https://www.ssih.org/SSH-Resources/Code-of-Ethics>
- Indiana University Values
<https://www.iu.edu/about/index.html>
- IU Health Values
<https://iuhealth.org/about-our-system>
- IU Code of Student Rights, Responsibilities, and Conduct
<https://studentcode.iu.edu/>
- IU School of Medicine Honor Code
<https://medicine.iu.edu/about/policies-guidelines/honor-code>
- IU School of Medicine Physician’s Oath
<https://md.mednet.iu.edu/policies-guidelines/handbook/physicians-oath/>
- IU School of Nursing Values
<https://nursing.iupui.edu/about/values.shtml>
- American Nurses Association Code of Ethics for Nurses
<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>
- American Medical Association Code of Medical Ethics
<https://www.ama-assn.org/delivering-care/ethics/code-medical-ethics-overview>
- National Association of Social Workers Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

- American Speech-Language-Hearing Association Code of Ethics
<https://inte.asha.org/Code-of-Ethics/>

Procedures:


- Learners will come prepared for their simulation experiences having completed prerequisite assignments.
- As with any scheduled learning experience, Learners will arrive on time, ready for the activity.
- Learners who are new to the Interprofessional Simulation Center should view the Simulation Center orientation video found on the center's website - <https://hsbsim.iu.edu/>.
- As advised by Faculty, Educators, or Instructors, Learners will provide their own personal diagnostics tools such as stethoscopes.
- For INTERPROFESSIONAL sessions, Learners will attend wearing appropriate professional dress for their role (scrubs, white coat, business dress). For other single profession sessions, Learners should adhere to their school's, department's, or organization's dress code requirements.
- Keep hallway noise to a minimum as there may be others in the Center for learning or assessment activities.
- While Center staff will clean up simulation-related items after each session, Learners are expected to remove personal items included trash such as food or drink containers and non-medical waste (e.g., note papers).
- SHARPS will be disposed in appropriate sharps containers unless Faculty or Center staff direct otherwise.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Professional Integrity
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standard – Core Section, Teaching and Learning Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Confidentially – [Policy IUB-SIM-6001](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1007
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Faculty, Educator, Instructor Expectations		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Faculty, Educators, and Instructors have multiple obligations in the Interprofessional Simulation Center. These include:

- Course and/or session development
- Provide briefing
- Conducting sessions
- Facilitating feedback or debriefing
- Assessing Learner outcomes
- Evaluating Course and/or Session effectiveness

In addition to these curriculum development and administrative tasks, Faculty, Educators, and Instructors have additional obligations:

- Maintain a psychologically Safe Learning Environment
- Maintain a physically Safe Learning Environment
- Maintain Learner confidentiality
- Maintain security of Learners' artifacts (e.g., assessments)
- Show positive regard for simulation equipment and supplies
- Conduct themselves in a manner consistent with the values of Indiana University and/or IU Health, and their profession.

Reason for Policy/Purpose:

Simulation attempts to replicate the clinical environment and requires all simulation users, including Faculty, Educators, and Instructors, to always model professional conduct.

Definitions:

- Society for Simulation in Healthcare Simulationist Code of Ethics
<https://www.ssih.org/SSH-Resources/Code-of-Ethics>
- Indiana University Values
<https://www.iu.edu/about/index.html>
- IU Health Values
<https://iuhealth.org/about-our-system>
- American Nurses Association Code of Ethics for Nurses

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

- American Medical Association Code of Medical Ethics
<https://www.ama-assn.org/delivering-care/ethics/code-medical-ethics-overview>
- National Association of Social Workers Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- American Speech-Language-Hearing Association Code of Ethics
<https://inte.asha.org/Code-of-Ethics/>

Procedures:

- Faculty, Educators, and Instructors new to the Interprofessional Simulation Center should review the Center’s orientation video found on the center’s website - <https://hsbsim.iu.edu/>.
- Faculty, Educators, and Instructors will recognize the demands on Simulation Center resources including space and equipment, and schedule Sessions with adequate advance notice, realizing that short notice may result in the inability to conduct the Session as desired.
- Faculty, Educators, and Instructors will cancel Sessions that had been scheduled but will not be conducted with adequate notice (greater than 24 hours).
- Faculty, Educators, and Instructors will maintain security of all Learner artifacts produced during Sessions, including audio/video recordings. Recording access for other individuals will be limited to those on a “need-to-know” basis to provide feedback and/or grading to Learners.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Preparation and Briefing
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00095-5/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00095-5/fulltext)
- Healthcare Simulation Standards of Best Practice – Simulation Design
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00096-7/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00096-7/fulltext)
- Healthcare Simulation Standards of Best Practice – Facilitation
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00097-9/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00097-9/fulltext)
- Healthcare Simulation Standards of Best Practice – The Debriefing Process
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00098-0/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00098-0/fulltext)
- Healthcare Simulation Standards of Best Practice – Outcomes and Objectives
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00100-6/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00100-6/fulltext)
- Healthcare Simulation Standards of Best Practice – Simulation-enhanced Interprofessional Education (IPE)
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00102-X/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00102-X/fulltext)
- Healthcare Simulation Standards of Best Practice – Evaluation of Learning and Performance
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00103-1/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00103-1/fulltext)
- Healthcare Simulation Standards of Best Practice – Professional Integrity
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standards – Teaching/Education
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Video Recording – [Policy IUB-SIM-1005](#)
- Course Intake and Documentation – [IUB-SIM-3000](#)
- Simulation Safety – [Policy IUB-SIM-6000](#)
- Confidentially – [Policy IUB-SIM-6001](#)
- Psychological Safety – [Policy IUB-SIM-6002](#)
- Physical Safety – [Policy IUB-SIM-6003](#)
- Emergency Procedures – [Policy IUB-SIM-6004](#)
- Patient Safety – [Policy IUB-SIM-6005](#)

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Complaint Reporting and Resolution	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1008
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Any large, busy organization will have issues that create conflicts or complaints. The goal for the Interprofessional Simulation Center is to resolve these issues at the level closest to the complainant, or better, anticipate issues and prevent them from happening.

Reason for Policy/Purpose:

Conflicts occur. Knowing how to manage them and come to agreeable resolutions is the desirable outcomes for all involved. This Policy and Procedure outlines the escalation process to use when issues cannot be resolved at the point of contact.

Definitions:

None

Procedures:

- The expectation of all parties, including Simulation Center staff, is to be proactive and anticipate issues that may produce conflicts or complaints. Working with Faculty, Educators, Instructors, and Course Directors, the best outcome is to resolve all issues before they turn into complaints.
- If a complaint is reported, there needs to be documentation of the issue. This can be through email or written correspondence, or for verbal complaints, written documentation of the issue detailing dates, times, individuals involved, and the issue. Depending on complaint, this can be resolved by:
 - Simulation Center staff at time of complaint if the issue is operations related. Escalation pathway – to Director, then to appropriate Governance Committee member.
 - Faculty, Educators, Instructors at time of complaint if the issue is education related. Escalation pathway – to Course Director, then to appropriate Governance Committee member.
- Medical students that do not feel reporting through the faculty or course director is appropriate should reference the IUSM Mistreatment Reporting Process - <https://md.mednet.iu.edu/policies-guidelines/learning-environment/mistreatment-reporting-process/>
- Misconduct can be directly reported to the University through the Student Affairs web site. <https://studentaffairs.indiana.edu/student-conduct/report-misconduct.html>


- Misconduct of Faculty can be made using IU Policy/Procedure BL-ACA-D27, Policy on Faculty Disciplinary Procedures.
<https://vpfaa.indiana.edu/policies/bl-aca-d27-faculty-misconduct/index.html>
- The Director of the Simulation Center will be notified of formal complaints, to record and track instances and outcomes.

Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-1009
	Effective Date	PENDING
	Revision/Review Date	
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Reason for Policy/Purpose:

Definitions:

- None

Procedures:


Reference/Citations:

- None

Related Information:

- Simulation Center at Fairbanks Hall Policy and Procedure Manual
<https://iuhealth.org/sim-center/resources>

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	SIM-1010
	Effective Date	12/19/2022
	Revision/Review Date	3/10/2025
Simulation User Group		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The Interprofessional Simulation Center Simulation User Group includes front-line simulation faculty, educators, and instructors representing all key Center user groups, including (but not limited to) IU School of Medicine, IU School of Nursing, IU School of Social Work, IU Department of Speech, Language, and Hearing Sciences, IU Health South Central Region, and IU Health LifeLine. The role of this Group is to serve as liaisons to others in their area to solicit input for Center direction in areas such as equipment, supplies, scheduling, and practice.

Reason for Policy/Purpose:

Consistent with the Memorandum of Understanding that created the Interprofessional Simulation Center, the Simulation Executive Committee (Simulation Governance Committee) has the authority to create additional groups. The Simulation Executive Committee is represented by high-level leadership from the constituent entities (IU Health, IU School of Nursing, and IU School of Medicine). The Simulation User Group has a more direct focus on daily practice in the Center and serves a broader user group including the IU School of Social Work and IU Department of Speech, Language, and Hearing Sciences.

Definitions:

- None

Procedures:

- Membership in the Simulation User Group will include:
 - Three (3) Members each from IU Health, IU School of Nursing, and IU School of Medicine
 - One (1) Member each from IU School of Social Work and IU Department of Speech, Language, and Hearing Sciences.
- Members will be individuals who routinely teach with simulation in or through the Center.
- Members will solicit information and discussion with other faculty, educators, or instructors from their areas concerning resources, equipment, supplies, and other items related to simulation-based learning in the Center.
- The Simulation User Group may make recommendations to the Simulation Executive Committee; however, the recommendations are not binding.

- The Simulation User Group will meet once per quarter. Additional communications may occur (such as email communications or polls).

Reference/Citations:

- None

Related Information:

- None

Simulation Center Staff Onboarding	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	SIM-1011
	Effective Date	12/19/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulation Center Staff (those directly employed by the Interprofessional Simulation Center) will undergo an onboarding process to orient and build proficiency in simulation-based education operations. All new staff members will go through a core orientation process followed by customized plan of orientation based on their experience and needs.

Reason for Policy/Purpose:

New Interprofessional Simulation Center staff members may come into their position with various levels of experience in simulation-based education. To provide for a consistent performance across all staff an orientation plan needs to be developed for each new staff member. All new staff have unique backgrounds. Some may enter the Center with strong medical backgrounds (e.g., pre-hospital care provider) while others may enter with extensive simulation experience.

Definitions:

- None

Procedures:

- Core orientation checklist will be completed for all new staff to orient them to Indiana University, the Health Sciences Building, and general Center operations. Portions of this checklist meet New Employee Orientation (NEO) requirements for IU.
- Orientation will be accomplished by a combination of discussions, formal classes (live and online), readings (including online content), and apprenticeship activities including demonstrations, practice, and teach-back opportunities.
- Consideration for orientation content will include assessment of prior knowledge and skills, thus making each orientation process unique for that individual.
- Complete orientation is dependent on the incoming knowledge and skill set of the new staff member. Other than NEO activities that are timebound by IU, there is no set schedule for development on individual items; however, it is the expectation the new staff member will demonstrate independent proficiency with all activities included in their job description at the completion of one year in the position.

Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Staff Onboarding Checklist

Operations

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Center and Resource Scheduling	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Advance registration is required for all Sessions conducted in the Center or using Center resources.

Reason for Policy/Purpose:

To ensure efficient use of Center resources, including simulators, rooms, equipment, and personnel, the Center requires advance notice for Sessions conducted in the Center or in situ. Lack of advance notice may result in the inability of the Center to meet the needs of the Session's requestor.

Definitions:

- None

Procedures:

- Individuals requesting Center resources must do so at the earliest time possible prior to the Session date.
- Requests for resources will be made in one of the following ways:
 - In person or telephone communication with Center staff.
 - Completing and submitting a Resource Request Form via the Center's web site at <https://hsbsim.iu.edu/>. Submission confirmation and assignment of resources if available will come from Center staff.
 - E-mail request to HSBsim@iu.edu. Submission confirmation and assignment of resources if available will come from Center staff.
- Requestors will realize that late or last-minute requests may not be able to be accommodated or not all resources may be available.
- Even with advance notice, not all requests will be able to be accommodated or not all resources may be available if other requestors have already secured Center resources.
- Center and Research requests from outside IU and IU Health require Director approval. Additional requirements such as general liability insurance may be required for any damage to Center Resources.


Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Prioritization of Sessions - [IUB-SIM-2004](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2001
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Center Clinical Equipment will be kept in a state of patient readiness; however, Center Clinical Equipment is marked as “Simulation Use.”

Reason for Policy/Purpose:

Clinical equipment used in the Center is primarily used for patient simulation and not for real patient care. Equipment will be kept in a state of patient readiness to ensure the equipment is in proper and safe working order. Additionally, Center Clinical Equipment may be repurposed on short notice to respond to community disasters or high patient influx events. This requires Clinical Equipment to be maintained by Clinical Engineering.

Definitions:

- Clinical Patient Equipment – Medical equipment designed for diagnostic and/or therapeutic patient use. Typically, this equipment is electrically operated (either direct AC line or battery powered).

Procedures:

- All Center Clinical Equipment is recorded as assets in the Center’s Equipment Management Database.
- Equipment is maintained with required inspections by the approved Clinical Engineering department or contractor affiliated with IU Health Bloomington.


Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Storage and Maintenance of Equipment and Supplies – [IUB-SIM-2002](#)

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Storage and Maintenance of Equipment and Supplies		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The Center is entrusted with many resources including Clinical Equipment, Simulation Equipment, and supplies representing significant financial investments and holds an accountability to its parent organizations (i.e., IU and IU Health) to act responsibly in maintaining these items.

Reason for Policy/Purpose:

The Center has a fiduciary responsibility to the parent organizations. There are also safety concerns with Clinical Equipment, Simulation Equipment, and supplies that may result from improper storage and maintenance.

Definitions:

- Simulation Equipment – A broad definition for all capital and durable equipment related to conducting a simulation including high-, mid-, and low-technology full-bodied manikins; part-task trainers; Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR) simulation products; and other products representative of real patients for diagnostic or intervention purposes as well as audio and video recording equipment specific to simulation use.

Procedures:


- All Clinical Equipment and Simulation Equipment will be stored properly in a manner consistent with manufacturers’ recommendations.
- All Clinical Equipment and Simulation Equipment will be kept in good maintenance and available for use.
- All Clinical Equipment and Simulation Equipment needing maintenance will be identified, tagged, and have updates entered in the Center’s Equipment Management Database regarding issue and resolution.
- Equipment Repair Tags (See [Appendix IUB-SIM-2002A](#)) will be attached to faulty Clinical Equipment and Simulation Equipment to indicate issue. Once, resolved, Tags are to be removed.
- Issues related to Clinical Equipment will require referral to approved Clinical Engineering department or contractor affiliated with IU Health Bloomington.
- All supplies will be stored in a manner that prevents damage and allows for easy retrieval.
- Medications (real and simulated), needles, and IV catheters will be stored in locked storage areas.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Clinical Equipment Readiness – [IUB-SIM-2001](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2003
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Separation of Simulation Resources from the Clinical Environment		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulation Clinical Equipment and supplies are not permitted into the Clinical Environment.

Reason for Policy/Purpose:

Introducing Simulation Clinical Equipment and supplies into the Clinical Environment (such as for in situ simulations) presents the possibility of simulation items being inadvertently left and/or used with real patients.

Definitions:

Clinical Environment – Any clinical spaces where real patients are assessed and/or treated.

Procedures:


- While Clinical Equipment is kept in a patient-ready state, they are still not permitted in the Clinical Environment for simulation Sessions without prior approval from the Director after consultation with IUHB Clinical Engineering.
- The Center’s simulation supplies may include expired medications or simulated medications, expired or opened medical supplies such as catheters and tubing, or other products that not suitable for real patient care. These products will not enter the Clinical environment.
- Prompts for simulated medication safety such as exit door “pocket check” signage will be used.
- Medications (real and simulated), needles, and IV catheters will be stored in locked storage spaces.
- Simulated Clinical Equipment and supplies are permitted in specialty training spaces under direct supervision of Faculty, Educators, or Instructors provided those spaces are separate from the Clinical Environment. Faculty, Educators, and Instructors accept full responsibility ensuring patient safety in these instances.
- In situ simulation should encourage the use of real equipment and supplies found in the Clinical Environment.
- Simulation Equipment and supplies will be labeled in accordance with practices and products promoted by the Foundation for Healthcare Simulation Safety – <https://healthcaresimulationsafety.org/labels/>

Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Clinical Equipment Readiness – [IUB-SIM-2001](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2004
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Prioritization of Sessions		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The Center has finite resources. There will be occasional requests for the same resources on the same date and time. Attempts will be made to remedy request conflicts, but when unable to be achieved, prioritization of requests may be required.

Reason for Policy/Purpose:

Limited resources in the Center may cause requests for the same resources. A plan must be in place to address these conflicts so the best outcomes for patients, Learners, and Faculty, Educators, and Instructors can be realized.

Definitions:

- None

Procedures:

- In general, requests are prioritized on a first-come, first-served basis.
- When resource scheduling conflicts occur, attempts will be made to accommodate both requestors. This includes:
 - Assess original and new requests to determine if other resources will be adequate to achieve instruction goals. (Example: A table-top skills session scheduled for a Center room may be moved to an HSB classroom.)
 - Assess original and new requests' instructional goals to determine if another Simulation Equipment item can be substituted. (Example: Request for a specific model manikin may be replaced with another manikin capable of the same functions.)
 - Alternative dates and times will be offered to the second requestor.
 - If both requestors are from the same organization or school (e.g., IUSM, IUSN, IU Health) and Center actions to remedy request are not successful, requestors will be asked to work with each other for a solution, including contacting their organization's or school's leadership.
 - When no solution can be negotiated, the first requestor will take precedence, unless:
 - The second requestor has a program that has an immediate impact on patient, provider, or staff safety.
 - It is a high-stakes IU student assessment required on a fixed schedule.
 - It is a regulatory requirement requiring immediate or urgent action.


- Has a direct impact on the Center’s Strategic Plan.
- When a resolution cannot be achieved, the issue is forwarded to the Simulation Executive Committee for a decision.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Center and Resource Scheduling – [IUB-SIM-2000](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2005
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Biological Specimens		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

No live or whole animals are permitted in the Center for use as simulation models for research or teaching purposes. Animal Tissue (not whole animal) is permitted.

Reason for Policy/Purpose:

Some simulations can be performed using animal tissues because they provide the feel of real tissue, a feature commercial simulators may have difficulty replicating. However, the Center does not have the capabilities to support live or whole animals for research or teaching purposes.

Definitions:

- Animal Tissue – Portions of non-living animals or food-grade animal products.
- Biological Specimen – Any living or once-living animal, either in whole or part.
- IACUC – Institutional Animal Care and Use Committee governs the use of live vertebrate animals.

Procedures:

- Whole animals, alive or dead, are not permitted in the Center for research or teaching purposes.
- Animal Tissue from butcher shops or food stores is permitted for use as simulation models (e.g., pigs' feet, hot dogs).
- Course Director and Faculty, Educator, and Instructor responsibilities –
 - Acquisition, storage, transportation, use, and disposal of Animal Tissue rests with the Course Directors and Faculty, Educators, and Instructors.
 - Animal Tissue that has strong odors is not permitted in the Center
 - Animal Tissue that has excessive fluid leakage is not permitted in the Center
 - Disposal of Animal Tissue must be immediately after the simulation activity is concluded and not left in the Center.
- Safety for use and cleaning –
 - No food or drink allowed in Center area where animal tissue is located.
 - Plastic-backed absorbent paper must be used on all work surfaces.
 - All work surfaces will be disinfected with fresh bleach wipes (such as Sani-Wipe® or SaniCloth® germicidal disinfectant wipes) or a 10% bleach mixture. Clean surface with disinfectant. Allow to stand for 3 minutes prior to final wipe down with paper towel.


- Non-disposable instruments that are used will be cleaned using a 10% bleach mixture. Allow instruments to soak for 10 minutes prior to rinsing and drying.
- Exceptions for Service Animals – Some simulations may be conducted in which approved Service Animals are used as part of the simulation. This policy does not apply in those situations.

Reference/Citations:

- Indiana University IACUC
<https://research.iu.edu/compliance/animal-care/index.html>

Related Information:

- None

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2006
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Observers and Tours		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Observers and tours are routinely hosted in the Center. These activities must be done in a manner that does not disrupt learning activities and maintains confidentiality of Learners.

Reason for Policy/Purpose:

The Center is a frequent stop on Health Sciences Building tours for individuals and groups. The Center encourages tours to promote the Center, enhance recruitment of students, faculty, and staff, and create better understanding in the community of the role of simulation-based education and healthcare.

Definitions:

- None

Procedures:

- Tours should be scheduled in advance.
- Tour availability and group sizes may be limited based on scheduled Center activities.
- Tours are not permitted in areas where learner assessment is taking place.
- Tours will not disrupt learning activities.
- Observations of debriefings require permission of Faculty, Educators, or Instructors and Learners.
- Tours are not tracked in the Center’s utilization reporting database unless there is a specific learning objective beyond providing information and there is a hands-on component of the tour.
- Tours and observers are held to the same confidentiality standard as described in Policy/Procedure [HSB SIM-6001](#).


Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Utilization Reporting – [HSB SIM-1003](#)
- Confidentiality – [HSB SIM-6001](#)

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2007
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Equipment Acquisition		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Capital and Minor Durable Equipment is essential to operations in the Center. Consideration of new equipment, either Clinical Equipment or Simulation Equipment, requires adequate input from Center users and leadership.

Reason for Policy/Purpose:

Clinical and Simulation Equipment can be expensive. The Center has limits to its funding and must make purchases that benefit the broadest learner groups possible.

Definitions:

- Capital Equipment – Indiana University defines Capital Equipment as tangible assets with a value of at least \$5,000. Capital Equipment can include Simulation Equipment, Clinical Equipment, and other equipment used to support the simulations Sessions and the Center.
- Minor Durable Equipment – Minor Durable Equipment is non-Capital Equipment that is intended for more than single use. Frequently, this includes task trainers and low-technology manikins, and can also include non-Capital Equipment Clinical Equipment.

Procedures:


- Center funds must be allocated in a manner to provide maximum benefit across Learner groups.
- All Capital and Minor Durable Equipment purchased with Center funds must benefit more than one Partner Organization.
- All Capital and Minor Durable Equipment purchased with Center funds is available to all Partner Organizations.
- If Capital and Minor Durable Equipment only benefits one Partner Organization, that Partner is responsible for securing the initial and ongoing operational funding for the product (Example: a cardiac catheterization simulator).
- All Capital Equipment must be approved by the Simulation Executive Committee.
- The Director of the Interprofessional Simulation Center has the authority to acquire Minor Durable products up to \$4,999, seeking input from Partners as needed.
- The Director of the Interprofessional Simulation Center will develop and maintain a five-year Capital Equipment plan.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-2008
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Equipment Loan/Check Out		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulation Equipment and Clinical Equipment may be checked out of the Center for simulation-based education Sessions outside the Center. All Equipment must be scheduled in advance.

Reason for Policy/Purpose:

In-situ or other simulation Sessions conducted outside the Center are common and may include relocation of Center equipment to the IUSN Nursing Learning Resource Center (NLRC).

Definitions:

- None

Procedures:

- Simulation resources must be scheduled according to Policy/Procedure: Center and Resource Scheduling – [HSB SIM-2000](#)
- Simulation Clinical Equipment and Supplies must not be used in the Clinical Environment according to Policy/Procedure: Separation of Simulation Resources from the Clinical Environment – [HSB SIM-2003](#)
- The person taking possession of the simulation resources assumes responsibility for the resources while outside the Center.
- Damaged Clinical Equipment and Simulation Equipment above normal wear and tear may result in a charge to the sponsoring school, department, or organization.
- Loaned resources are required to be returned to the Center according to the dates and times on the scheduling request.
- Equipment loaned to individuals, including students, must be recorded in the main simulation scheduling system or the Equipment Check Out book.

Reference/Citations:

- None


Related Information:

- Center and Resource Scheduling – [HSB SIM-2000](#)
- Separation of Simulation Resources from the Clinical Environment – [HSB SIM-2003](#)

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Course Development and Delivery

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-3000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Course Intake and Documentation		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

A standardized methodology with accompanying documentation is utilized for all simulation educational activities. Development processes will follow established and well recognized curriculum design practices to achieve the best possible learning outcomes.

Reason for Policy/Purpose:

Creating a great simulation-based education activity requires following a defined process so as not to miss steps. Hastily developed simulation sessions may not achieve desired goals. The process defined in this policy captures all requirements for simulation design outlined in Society for Simulation in Healthcare (SSH) accreditation standards and the International Association for Clinical Simulation and Learning (INACSL) Healthcare Standards of Best Practice – Simulation Design.

Definitions:

- Simulation Template Cove Page – Document common to the three Templates used in the Center. Contains user information, course overview, and other information common to all simulation Sessions.
- Simulation Scenario Template – A standardized template for developing scenario-based simulation activities.
- Skills Session Template – A standardized template for developing isolated skills-based simulation activities.
- OSCE Template – A standardized template for developing Objective Structured Clinical Examination (OSCE) Standardized Patient scenario-based simulation activities.

Procedures:

- The Interprofessional Simulation Center utilizes a specific simulation-based educational activity design process that is built upon well developed and recognized curriculum development concepts.
- The Center’s design process includes elements of:
 - Kern’s Six-Step Model of Curriculum Development – Thomas PA, Kern DE, Hughes MT, Chen BY. Curriculum Development for Medical education: A Six-Step Approach, 3rd Edition. 2016, Johns Hopkins University Press, Baltimore, MD.
 - Dick and Carey Model of Instructional Design – Dick W, Carey L, Carey JO. The Systematic Design of Instruction, 8th Edition. 2015. Pearson, Boston.

- The Center’s curriculum design methodology is outlined on its website at - <https://hsbsim.iu.edu/center-resources/create-course/index.html>
- A course intake Template will be completed for all simulation-based learning activities. The specific type of Template will depend on the type of simulation used (scenario-based or skills-based).
- Simulation Center staff are responsible for ensuring Templates are completed for each simulation-based learning activity. This may be accomplished by Center staff taking the lead when working with Course Directors or Subject Matter Experts when those individuals are not simulation experts, or by assisting and supporting Course Directors who are simulation experts in documenting the simulation-based educational activity design.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Preparation and Briefing [https://www.nursingsimulation.org/article/S1876-1399\(21\)00095-5/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00095-5/fulltext)
- Healthcare Simulation Standards of Best Practice – Simulation Design [https://www.nursingsimulation.org/article/S1876-1399\(21\)00096-7/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00096-7/fulltext)
- Healthcare Simulation Standards of Best Practice – Facilitation [https://www.nursingsimulation.org/article/S1876-1399\(21\)00097-9/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00097-9/fulltext)
- Healthcare Simulation Standards of Best Practice – The Debriefing Process [https://www.nursingsimulation.org/article/S1876-1399\(21\)00098-0/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00098-0/fulltext)
- Healthcare Simulation Standards of Best Practice – Outcomes and Objectives [https://www.nursingsimulation.org/article/S1876-1399\(21\)00100-6/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00100-6/fulltext)
- Healthcare Simulation Standards of Best Practice – Simulation-enhanced Interprofessional Education (IPE) [https://www.nursingsimulation.org/article/S1876-1399\(21\)00102-X/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00102-X/fulltext)
- Healthcare Simulation Standards of Best Practice – Evaluation of Learning and Performance [https://www.nursingsimulation.org/article/S1876-1399\(21\)00103-1/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00103-1/fulltext)
- Healthcare Simulation Standards of Best Practice – Operations [https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section <https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standards – Teaching/Education <https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Faculty, Educators, and Instructor Expectations – [IUB-SIM-1007](#)
- Course Review and Updates – [IUB-SIM-3002](#)
- Simulation Template Cover Page – [IUH SIM-3000A](#)
- Simulation Scenario Template – [IUB-SIM-3000B](#)
- Skills Session Template – [IUB-SIM-3000CB](#)
- OSCE Template – [IUB-SIM-3000D](#)

Course Operations	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-3001
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Each person in a simulation has roles and responsibilities. Understanding the flow process and what actions are required of all involved in the Session planning and implementing the Session and/or scenario is essential. This policy outlines a standard operating procedure for creating a Course or Session.

Reason for Policy/Purpose:

A successful simulation Session requires input from many people. Understanding roles and responsibilities will make the Session more effective.

Definitions:

- Initiator – Course Director, Faculty, Educator, or Instructor who initiates request for new Course or Scenario.

Procedures:

1. Course Director, Faculty, Educator, or Instructor initiates concept for Course or Scenario by contacting the Interprofessional Simulation Center.
2. Center staff is assigned to work with Initiator to develop Course or Scenario.
 - a. Center staff assignment is based on level of complexity, type of Learner, and staff availability.
 - b. Center staff assignment is made by either the Simulation Coordinator or Director.
3. If the Initiator is not the Subject Matter Expert (SME), the Initiator arranges for the SME to participate in the development process.
4. If a new course, then assigned Center staff works with Initiator and/or SME to complete Course Intake Documentation with Scenario worksheet.
5. If Course already developed and additional Scenario(s) is required, assigned Center staff works with Initiator and/or SME to complete new Scenario worksheet.
6. Center Resources are scheduled as per Policy/Procedure [HSB SIM-2000](#).
7. Specific accountabilities
 - a. Course Director, Faculty, Educator, or Instructor
 - i. Prior to Session
 1. Schedules and confirms Faculty, Educator, or Instructor as facilitators.
 2. Schedules and confirms Learners.

3. Develops, publishes, and distributes other learning content (e.g., readings, online modules) to Learners.
 4. If new Scenario, coordinates with Center staff for pilot testing and revision.
 5. If existing Scenario, reviews for accuracy and any need for updates.
- ii. Day of Session
 1. Arrives early to review set up.
 2. Conducts briefing (content specific).
 3. Facilitates Scenario.
 4. Performs debriefing or feedback activities.
 5. Has Learners complete evaluation (QR Code).
 - iii. After Session
 1. Debriefs with Center staff using Plus/Delta method.
 - a. Scenario flow.
 - b. Equipment and supplies.
 2. Performs specific Learner-related processes such as grades or attendance.
- b. Center Staff
 - i. Prior to Session
 1. Schedules Session and resources.
 2. Reviews Scenario for special resources.
 3. If needed, programs Scenario.
 4. If new Scenario, coordinates with Initiator for pilot testing and revision.
 5. If existing Scenario, reviews for accuracy and any need for updates.
 - ii. Day of Session
 1. Set up for Session (If not already completed).
 2. Conducts pre-briefing (simulation room/simulator technology overview).
 3. Conducts Scenario.
 4. Has Learners complete evaluation (QR Code)
 5. Inputs information into the HSB Sim Events Database.
 - iii. After Session
 1. Debriefs with Faculty, Educator, or Instructor using Plus/Delta method
 - a. Scenario flow
 - b. Equipment and supplies
 - c. Center Director
 - i. Reviews Learner evaluations.
 - ii. Semi-annual update to Faculty, Educators, or Instructors of Learner evaluations.

Reference/Citations:


- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

- Society for Simulation in Healthcare Accreditation Standards – Teaching and Learning Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Personnel (Roles and Responsibilities) – [HSB SIM-1001](#)
- Utilization Reporting – [HSB SIM-1003](#)
- Center and Resource Scheduling – [HSB SIM-2000](#)
- Course Intake and Documentation – [HSB SIM-3000](#)
- Course/Session Learner Evaluations – [HSB SIM-3003](#)

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-3002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Course Review and Updates		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Courses and Scenarios must be reviewed on at least an annual basis to confirm that the simulation activity reflects current clinical and operational practices.

Reason for Policy/Purpose:

Healthcare treatments and protocols change as does the technology assisted with education activities. Reviewing courses allows for content and simulation technology to be updated or reaffirmed as current best practice.

Definitions:

- None

Procedures:

- Course Directors will be contacted annually to review their simulation-based courses to confirm they are up to date.
- Review dates will be updated on the applicable simulation templates.
- Simulation Center will review courses as needed to determine if better simulation technologies or methodologies are available to the course.
- Updates for review dates will be documented on the Simulation Template Cover Page.


Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Simulation Design
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00096-7/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00096-7/fulltext)
- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standards – Teaching and Learning Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Course Intake and Documentation – [HSB SIM-3000](#)

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-3003
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Course/Session Learner Evaluation		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulation-based learning and assessment activities will be reviewed by learners to inform Course Directors, Faculty, Educators, Instructors, and simulation center leadership on the quality of the activity.

Reason for Policy/Purpose:

Learner evaluations of simulation-based activities are an essential component of the Center’s quality improvement process.

Definitions:

- None

Procedures:

- Learner evaluations of simulation activities will be made available to all learners at the conclusion of a simulation-based learning event.
- A QR code to provide electronic access to the survey will be posted in all simulation center rooms.
- For in situ or off-site simulations, a paper card with the QR code will be made available to learners.
- Results of learner evaluations will be provided to individual simulation faculty on a semi-annual basis (at the conclusion of the Spring and Fall semesters)
- Simulation Faculty, Educators, and Instructors may include simulation-specific items on their own end-of-course learner evaluations.
- Summary evaluation results will be reported to the Simulation Executive Committee.


Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Healthcare Simulation Standards of Best Practice – Evaluation of Learning and performance
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00103-1/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00103-1/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

- Society for Simulation in Healthcare Accreditation Standards – Teaching and Learning Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-3004
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Course Registration and Attendance		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

While the Interprofessional Simulation Center tracks number and types of learners, individual attendance at simulation Sessions is the responsibility of the Course Director, Faculty, Educator, or Instructor.

Reason for Policy/Purpose:

The Center does not have the technical capability of recording individual attendance for simulation Sessions. The Center’s activity documentation is complicated by different attendance systems being used by IU and IU Health.

Definitions:

- None

Procedures:

- Course Directors, Faculty, Educators, or Instructors are responsible for recording individual attendance of participation in simulation-based activities in their own attendance documentation systems.
- Center staff will record the number, type, and origin (organization or school) of Learners for each Session.
- For in situ, off-site, or simulation-based activities conducted without the presence of Center staff, Course Directors, Faculty, and Educators will provide summary reports of attendance to the Center.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>


Related Information:

- Utilization Reporting – [HSB SIM1003](#)

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Program Quality Improvement

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-4000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Quality Improvement		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Continuous Quality Improvement (CQI) is essential for increasing efficiencies, improving safety, meeting the Center’s mission, and demonstrating value to the Center’s partners. CQI will be embedded across the Center’s activities with the goal of improving center performance. Additionally, the Center will be a CQI resource for its partners and others to improve performance in these areas, including patient safety and outcomes.

Reason for Policy/Purpose:

Without an effective CQI program, the Center will not progress and will not generate its value potential to the organizations it serves.

Definitions:

- Lean Six Sigma – As defined by ASQ (<https://asq.org/quality-resources/six-sigma>), Lean Six Sigma “is a fact-based, data-driven philosophy of improvement that values defect prevention over defect detection. It drives customer satisfaction and bottom-line results by reducing variation, waste, and cycle time, while promoting the use of work standardization and flow, thereby creating a competitive advantage. It applies anywhere variation and waste exist, and every employee should be involved.”
- IHI Model for Improvement – The Center utilizes the Institute for Healthcare Improvement (IHI) Model for Improvement (<http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx>) and its associated tools and techniques.

Procedures:

- Always monitor activities and processes for potential improvement.
- Continuous Quality Improvement (CQI) tools and techniques will be applied to any activity or process that can be better.
- CQI can be applied to smaller, routine daily activities or to larger processes that have systematic impact.
- Any Center Faculty, Educators, Instructors, or staff may generate an idea for a CQI project.
- All Center staff are empowered to initiate small-scale (daily operational) CQI projects.
- Large-scale (departmental- or campus-level) CQI projects will be coordinated by the Director.


- Simulation will be promoted as a CQI tool for entities outside the Center to assist them in reaching their quality and safety goals.
- Tools and techniques used for improvement should be appropriate to the problem being studied. These tools can come from a mix of Lean Six Sigma and IHI resources, including, but not limited to:
 - Plan Do Study Act (PDSA) Cycle – <https://asq.org/quality-resources/pdca-cycle>
 - Define, Measure, Analyze, Improve, Control (DMAIC) Process <https://asq.org/quality-resources/dmaic>
 - Other tools and techniques – <https://asq.org/quality-resources/six-sigma/tools>

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Quality Improvement in Medical Simulation –
<https://www.ncbi.nlm.nih.gov/books/NBK551497/>
- Using Clinical Simulation to Study How to Improve Quality and Safety in Healthcare –
<https://pmc.ncbi.nlm.nih.gov/articles/PMC7056349/>

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center						
	Faculty, Educator, and Instructor Development	<table border="1"> <tr> <td>Policy Number</td> <td>IUB-SIM-4001</td> </tr> <tr> <td>Effective Date</td> <td>6/8/2022</td> </tr> <tr> <td>Revision/Review Date</td> <td>3/10/2025</td> </tr> </table>	Policy Number	IUB-SIM-4001	Effective Date	6/8/2022	Revision/Review Date
Policy Number	IUB-SIM-4001						
Effective Date	6/8/2022						
Revision/Review Date	3/10/2025						
Policy Owner	Director, Interprofessional Simulation Center						
Policy Approver	IUB Simulation Executive Committee						
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.						

Policy:

Faculty, Educators, and Instructors who teach with simulation should have appropriate knowledge, skills, and attitudes (KSAs) to provide high quality simulation-based education.

Reason for Policy/Purpose:

Having the correct skills set to deliver simulation-based improves learning outcomes and Faculty, Educator, and Instructor satisfaction.

Definitions:

- Initial Professional Development – Entry-level education and training to orient and prepare the novice and beginner simulation Faculty, Educator, or Instructor for teaching with simulation.
- Continuing Professional Development – Ongoing education and training to improve simulation delivery skills.
- Core Staff – Individuals with direct employment through the Interprofessional Simulation Center.

Procedures:

- The Center will provide orientation to teaching with simulation through multiple channels, including:
 - Online module provided through the Canvas Learning Management and Content Delivery System (LMS).
 - In-person introductory courses offered through the Bloomington Interprofessional Simulation Center or the Simulation Center at Fairbanks Hall.
 - Apprenticeship-model education and training teaming the novice instructor with a senior instructor.
- The Center will promote Continuing Professional Development through multiple channels, including:
 - Local, Center-provided education and training with seminars, classes, and lectures.
 - External Continuing Professional Development webinars and conferences advertised through the Center web site – <https://hsbsim.iu.edu>.
- Center Core Staff will report their simulation Continuing Professional Development through the Center’s education database.


- Non-Core Staff are requested to report their simulation Continuing Professional Development to the Center Director for entry into the Center's education database.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Professional Development
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00094-3/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00094-3/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standards – Teaching/Education
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Faculty, Educator, Instructor Expectations – [IUB-SIM-1007](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-4002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Faculty, Educator, and Instructor Review		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulation Faculty, Educators, and Instructors who routinely provide simulation-based education Sessions in the Interprofessional Simulation Center will conduct a self-review of their performance compared to an established standard for conducting simulations and debriefings. Course Directors are responsible for Simulation Faculty, Educator, and Instructor performance. As requested, Center staff can assist in the review process by completing the evaluation tool.

Reason for Policy/Purpose:

Teaching with simulation is a skill that requires knowledge and practice as well as presenting simulation in a learner-centered manner. To reinforce these concepts, simulation Faculty, Educators, and Instructors need to know what standard they are to achieve.

Definitions:

- Observational Structured Assessment of Debriefing tool (OSAD) – A validated observational scoring tool to assess simulation and debriefing effectiveness. The OSAD tool can be used as a self-assessment or be completed by an observer – [The Observational Structured Assessment of Debriefing tool | Faculty of Medicine | Imperial College London](#)

Procedures:

- All Simulation Faculty, Educators, and Instructors who teach more than two (2) Sessions every six-months will be provided the opportunity to compare their performance against the OSAD standards.
- In conjunction with the January and July release of Learner evaluations, the Center will provide the OSAD tool for self-review.
- Course Directors are ultimately responsible for simulation Faculty, Educator, and Instructor performance.

Reference/Citations:


- Society for Simulation in Healthcare Accreditation Standards – Core Section <https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>
- Society for Simulation in Healthcare Accreditation Standards – Teaching/Education <https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

Standardized Patient (SPs)

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-5000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Standardized Patient (SP) Use		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The Interprofessional Simulation Center in Bloomington utilizes Standardized Patients (SPs) from the Simulation Center at Fairbanks Hall on the IUPUI campus. Development of SP cases must meet their requirements and timelines. All SP costs are directly billed to the school or organization requesting the SPs.

Reason for Policy/Purpose:

The Interprofessional Simulation Center does not maintain its own SP cadre. SPs are provided by the SP Program at the Simulation Center at Fairbanks Hall.

Definitions:

- Standardized Patient (SP) – A real person providing services as a simulator. This can be for highly scripted Sessions such as Objective Structured Clinical Examinations (OSCEs); less scripted role plays as either patient, family member, or other clinician; as a model for examination such as with ultrasound training; or other activities where the SP is asked to portray a role or function.

Procedures:

- The Simulation Center at Fairbanks Hall at IUPUI will provide SPs for Bloomington-based Sessions.
 - 317.963.7600
 - simulationcenter@iuhealth.org
- SP requesters will follow the procedures in place at the Simulation Center at Fairbanks Hall when requesting SPs for simulation Sessions. These include:
 - New Standardized Patient Event
 1. Complete a standardized patient event request form online at least 30 days prior to the date of the simulation.
 2. Have standardized patient case scenario to the Standardized Patient Educator at least 30 days prior to the simulation.
 3. Standardized patient training will need to occur a minimum of 5 business days prior to the event.
 4. Finalization of door note and checklist must be completed no less than 5 business days prior to the event.


5. Male/female and/or sensitive exams require a trained practitioner or faculty member familiar with the procedure to be on site for the complete time of simulation event.
 6. Faculty, practitioner, or facilitator in attendance need to be attentive and available at all times.
 7. Case demographics are filled according to standardized patient availability.
 8. The timeframe of the learner encounter or number of learners will determine feasibility of event.
 9. Recommended length of checklist for standardized patients less than 25 items.
 10. Directives for verbal or written feedback must be determined prior to any standardized patient training.
 11. Standardized patient breaks will be incorporated into the event timeframe.
 12. Information technology equipment will be operated by simulation staff at all times.
 13. One person is allowed in the control room per proctor computer, with a maximum of 10.
 14. Standardized patients will be scheduled for 30 minutes prior to the start of the event.
 15. Standardized patients will be scheduled for a minimum of 2 hours.
- Requesting school or organization is responsible for arranging SP use and working with the Simulation Center at Fairbanks Hall for SP training.
 - Requesting school or organization is responsible for all SP use expenses.

Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Standardized Patient Safety – [IUB-SIM5001](#)

 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-5002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Standardized Patient Safety	Policy Owner: Director, Interprofessional Simulation Center Policy Approver: IUB Simulation Executive Committee Scope: IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Standardized Patient (SP) safety is paramount during any SP encounter. Course Directors, Faculty, Educators, and Instructors using SPs as well as the SPs themselves must closely monitor Sessions that pose potential physical or psychological harm.

Reason for Policy/Purpose:

There is never a reason for a Standardized Patient to experience harm. However, some simulation activities may present the potential for harm such as inadvertent injury due to use of equipment, physical procedures, or psychological harm such as encroaching on the SPs personal space or having a Learner pushed to an emotional limit.

Definitions:

- Safe Word – Single word spoken by anyone involved in the simulation Session that will terminate or freeze all Session actions to allow for an unsafe or potential harmful action to be mitigated. The Safe Word used by the Interprofessional Simulation Center is “Muskrat.” This is the same safe word used by the Simulation Center at Fairbanks Hall.

Procedures:

- Learner briefings for Sessions using Standardized Patients where potential harm is possible will include information on mitigating harm.
- Any SP Session that has the potential for SP, Learner, or other person to experience harm will include the use of a Safe Word to terminate or freeze all actions to mitigate potential harm. The Safe Word used by the Interprofessional Simulation Center is “Muskrat.”
- The Safe Word can be spoken by anyone involved in the simulation Session. This includes the SP, Learners, other scenario actors, simulation staff, and Faculty, Educators, or Instructors.
- Sensitive intimate examinations such as pelvic examinations will require Faculty, Educator, or Instructor or an SP chaperone to be present with the SP during the examination.
- During sensitive intimate examinations, in-room video cameras will be obscured with opaque coverings.

Reference/Citations:


- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Psychological Safety – [IUB-SIM-6002](#)
- Physical Safety – [IUB-SIM-6003](#)

Safety

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-6000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Simulation Safety		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

The physical and psychological safety of Faculty, Educators, Instructors, Learners, Standardized Patients, visitors, and others including Center staff is paramount. The Safety Section of this Policy and Procedure Manual serves as an addition to existing safety practices in each Partner Organization and for all others who participate in simulation-based in the Center or out of the Center.

Reason for Policy/Purpose:

Simulations mimic real patient care or other healthcare experiences. These activities can present physical safety threats (e.g., needle stick) or psychological safety threats (e.g., emotional reaction).

Definitions:

- None

Procedures:

- All individuals including faculty, educators, instructors and simulation technical and support staff have an obligation to also serve as the Simulation Safety Officer for every simulation session in which they participate or direct. The role of the Simulation Safety Officer is to remain vigilant for psychological or physical safety threats and intervene as needed to mitigate the threat before injury occurs.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

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Confidentiality	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-6001
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Confidentiality is a cornerstone of creating a Safe Learning Environment. Building trust between Faculty, Educator, and Instructors and their learners is essential to positive learning experiences.

Reason for Policy/Purpose:

Simulation is meant to create challenge for Learners. This means Learners must take risks in their decision-making and actions. Sometimes these will not result in the desired outcomes. Through feedback and debriefing, Learners reshape their concepts and improve. Additionally, many of the Sessions require some element of discovery needed as part of a critical thinking process. Scenarios used in Sessions should not be shared with others so that other Learners have the same opportunity for discovery.

Definitions:

- Safe Learning Environment – The Society for Simulation in Healthcare defines a Safe Learning Environment as a place where “learners feel physically and psychologically safe to make decisions, take actions, and interact in simulation.” Additionally, all participants “share mutual respect, support, and respectful communications among leaders and learners; open communication and mutual respect for thought and action (are) encouraged and practiced.” <https://www.ssih.org/Dictionary>

Procedures:

- All simulation participants will be informed either in advance during orientation to simulation or at the time of the simulation Session of the need for confidentiality. Faculty, Educators, and Instructors ultimately have this responsibility.
- Confidentiality includes:
 - Learners not discussing co-Learners’ actions during the simulation with others outside the debriefing.
 - Faculty, staff, and Standardized Patients not discussing Learners’ actions with others outside the Session and debriefing unless required for grading purposes.
 - Learners will not share contents of Session scenario(s) with others unless permitted to do so by the Faculty, Educator, or Instructor.

- LIMITATION: Simulation Sessions conducted for assessment purposes will permit exchange of information on Learner performance for recording of grades or other scores. This is conducted on a “need-to-know” basis in alignment with that school’s or department’s policies.
- EXCEPTION: Simulations conducted for research purposes will adhere to the confidentiality procedures of the research protocol.
- EXCEPTION: If a Learner’s actions during a Session present the potential of direct harm to patients or others and feedback and debriefing cannot correct, Faculty, Educators, Instructors will contact the Course Director, appropriate Associate Dean or Dean for the program (IU) or the appropriate department director (IU Health) for additional assistance. (Example: Learner insists on using an unsafe or unapproved technique to perform a procedure that may result in patient harm.)
- EXCEPTION: If a Learner exhibits signs/symptoms of extreme emotional duress such as ideations of suicide, negative comments about self-worth, or other negative emotional releases, Faculty, Educators, or Instructors will make necessary steps to assist Learner in obtaining professional help and support, including calling for additional resources.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Healthcare Simulation Standards of Best Practice – Debriefing
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00098-0/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00098-0/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Learner Expectations – [IUB-SIM-1006](#)
- Faculty, Educator, Instructor Expectations – [IUB-SIM-1007](#)
- Observers and Tours – [IUB-SIM-2006](#)
- Psychological Safety – [IUB-SIM-6002](#)

Psychological Safety	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-6002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Simulations can be stressful to Learners. Faculty, Educators, Instructors and Center staff must be watchful for threats to the Safe Learning Environment and take actions to remedy whenever there are apparent adverse psychological responses in Learners.

Reason for Policy/Purpose:

A Safe Learning Environment, including a psychologically Safe Learning Environment, is more conducive to long-term memory encoding and learning. Through promotion of a Safe Learning Environment where Learners are willing to take risks, push themselves to the limits of their knowledge and skills, and know that failure in a learning situation is acceptable and presents an opportunity for growth.

Additionally, some simulation scenarios may trigger deep emotional responses within Learners based on their previous experiences. Faculty, Educators, Instructors and Center staff may be called upon to support these Learners. (Example: a death scenario triggers an emotional response in a Learner who recently experienced death of a family member.)

Definitions:

- None

Procedures:

- Faculty, Educators, and Instructors will create and maintain a Safe Learning Environment.
- Faculty, Educators, Instructors and Center staff will monitor all Sessions to watch for threats to psychological safety.
- Faculty, Educators, Instructors, Center staff, and Learners who feel a Session included a threat to a Safe Learning Environment will contact the Director of the Interprofessional Simulation Center or their appropriate Associate Dean/Dean (IU) or department director (IU Health).
- For crisis intervention, on site Faculty, Educators, Instructors and Center staff will take immediate action to stabilize the situation which may include removal of the individual from the stressful circumstances, provide supportive care, and, if needed, refer to professional resources by calling appropriate support services:
 - For Indiana University students - the IU CAPS Counseling Center at 812-855-5711 (Option 1) – <https://healthcenter.indiana.edu/counseling/index.html>.

- For IU Health staff and employees – Contact the Employee Assistance Program (EAP) at 317-962-8001 (M-F, 0800-1630). After hours messaging is available. Or contact IU Health Chaplain on call through the IU Health paging operator.

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Healthcare Simulation Standards of Best Practice – Debriefing
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00098-0/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00098-0/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Confidentiality – [IUB-SIM-6001](#)

Physical Safety	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-6003
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Physical safety of Learners is paramount. There are no “life or death” issues present in simulation. Physical injury should not occur. Faculty, Educators, Instructors and Center staff have a role as “Safety Officers” for all simulations conducted and to be watchful for potential safety threats to Learners, Standardized Patients, and other participants.

Reason for Policy/Purpose:

As with real clinical care, many of the same risks found in the clinical setting are present in simulation. This includes needle sticks and other sharps encounters, lifting injuries, inadvertent contact with electrical energy, or other threats.

Definitions:

- None

Procedures:

- Faculty, Educators, Instructors and Center staff always will be watchful for physical safety concerns.
- If concerns are anticipated, they should be reviewed with Learners in the briefing. (Example: lifting scenario should include reminders for proper body mechanics prior to scenario start.)
- Faculty, Educators, Instructors, and Center staff will stop or otherwise intervene in any Session where there is a clear threat to physical safety. (Example: uncapped needle left on patient simulator bed during ongoing Session.)
- Specific actions for IU faculty 7& staff, including students in paid positions:
 - If an injury occurs for a student employee or any other employee, that process is through Worker’s Compensation. <https://hr.iu.edu/workers/index.html>
 - Step 1 – If employee needs to be seen by a doctor – IU Health Bloomington Occupational Services on 482 S. Liberty Drive, Bloomington.
 - Step 2 – Employer Notification for Treatment Form is completed (this is a FireForm)
 - Step 3 – Occupational Injury/Illness Form to be completed and sent to me. I will submit the forms to Worker’s Compensation

	IU Faculty/Staff	IU Student	IU Health	Visitor
Emergency	First Aid Call 911	First Aid Call 911	First Aid Call 911	First Aid Call 911
Ambulatory – Emergency	First Aid Escort to IUH ED or call 911	First Aid Escort to IUH ED or call 911	First Aid Escort to IUH ED or call 911	First Aid Escort to IUH ED or call 911
Ambulatory – Non-Emergency	IU Occupational Service West 3443 West 3 rd Street 0800-1800 After hours – IUH ED	IU Health Center 600 N Eagleson Ave. 0800-1630 M-F After hours – IUH ED	Call the Bloomington Hospital Operator (812- 353-6821) and ask for SCR Employee Health to be paged	Assist in arranging transport if needed
Reporting	Notify Sim Director or Building Manager. Notify HR (Shelley Burns) at 812-856-5360	Notify Sim Director or Building Manager. Notify HR (Shelley Burns) at 812-856-5360	Notify Sim Director or Building Manager. Notify IUH supervisor	Notify Director or Building Manager. Notify HR (Shelley Burns) at 812-856-5360
Documentation	Occupational Injury/Illness Report https://hr.iu.edu/workers/ occ_form.html	Online Incident Report: Access One.IU and search for “incident report.”	Employee Injury/Exposure Form (IU Health Portal)	Online Incident Report: Access One.IU and search for “incident report.”

Needlestick or other sharps injuries are a unique type of injury and require additional actions. Sharps injuries in the Simulation Center when using simulators do not have the typical patient-associated risks for blood borne pathogens.

IU Faculty/Staff	IU Student	IU Health
Notify supervisor. Needlesticks are expected to be reported withing 7 days to the IUPUI Campus Health team for both IUPUI and IU Employees. URL to reference this is available at https://hr.iu.edu/workers/occ_form.html	24-hour line at 317-518-7003 or the 317-312-OUCH pager (317-312-6824). Directions will be provided.	Call the Bloomington Hospital Operator (812-353-6821) and ask for SCR Employee Health to be paged.

- If it is an emergency and non-ambulatory, call 911. Provide information to 911 operator on location and situation. If in the Center, state the emergency is at the Health Sciences Building at 2631 E. Discovery Parkway, Enter through Door 5. Simulation Center to the right of Door 5 on First Floor. If available, a person should be posted at Door 5 to direct EMS. Another person should be posted at the Hallway door to further direct EMS.
 - IMPORTANT – The Health Sciences Building uses an internet-based phone service. Automatic location identification with 911 is not possible. Be specific in describing your location including the exact address.
- Emergency Supplies:
 - AEDs are located on each floor of the Health Sciences Building near the elevators.
 - An additional AED is located just inside IU Health Bloomington doors to café area. It is mounted on the left wall as you enter the hospital.
 - A complete basic life support first aid bag is in the faculty touchdown area just inside the Simulation Center doors between Hallways 1 and 2.
 - Eye wash station is in the Community Assessment Lab (Home Care Apartment).


Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Workers Compensation at IU - <https://hr.iu.edu/workers/index.html>
- IU Health Team Portal - <https://team.myiuhhealth.org/> - Search for “Injury”
- IU AED Policy FIN-INS-08 - <https://policies.iu.edu/policies/fin-ins-08-automated-external-defibrillators/index.html>

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-6004
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Emergency Procedures		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

As a department within the Indiana University system, the Interprofessional Simulation Center follows all guidelines and practices promoted through Protect IU - <https://protect.iu.edu/emergency-planning/procedures/index.html>.

Reason for Policy/Purpose:

Emergency situations can occur at any IU campus. These may include human-caused events (e.g., active shooter) or natural events (e.g., tornadoes and severe weather). Because the Interprofessional Simulation Center sits in an IU building, the Protect IU policies and practices will be in effect.

Definitions:

- None

Procedures:

- All IU and IU Health employees must complete their respective organization’s annual life safety in-service training programs.
- IU procedures should be followed as outlined at Protect IU - <https://protect.iu.edu/emergency-planning/procedures/index.html>.
 - This includes:
 - Active Shooter/Aggressor
 - Bomb Threats
 - Fire and Building Evacuation
 - Earthquakes
 - Shelter-in-place
 - Medical Emergencies (See Policy & Procedures [IUB-SIM-6003](#): Physical Safety for additional information)
 - Spills, leaks, and odors
 - Infectious Disease
 - Tornadoes and severe weather
 - Utility failure
- Center specific notes for Fire and Building Evacuation

- The simulation center has medical air and oxygen. In the event of a building fire, shut down medical air and oxygen flow.
 - Room C1150 (Oxygen)
 - Turn tank valve handles to closed
 - Room C1M02 (Medical Air)
 - Turn gray handle at base of copper piping to closed position
 - NOTE: Photo shows valve in OPEN position



- Center specific notes for Tornados and Severe Weather
 - The Health Sciences Building has the following areas designated as Tornado Shelters:
 - Simulation Center Hallways 2 and 3
 - Male and Female restrooms
 - Rooms C1001, C1001A, C1001B, and C1001C
- Center specific notes for Spill, Leaks, and Odors
 - Contact the Building Manager at 812-855-3687
 - Safety Data Sheets for all chemical products used in the Interprofessional Simulation Center are found at the Protect IU web site - <https://protect.iu.edu/environmental-health/index.html>
- Center specific contact telephone numbers
 - Physical Plant: 812-855-8728
 - Telecommunications (UITS): 812-855-2111
 - IUPD: 812-855-4111

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Physical Safety – [IUB SIM-6003](#)

Patient Safety	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-6005
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

While no actual patients are present in the Center, the Center still plays many roles in patient safety. This includes protecting patients from harm through inadvertent exposure to simulated medications, fluids, and equipment; helping to identify latent patient safety threats; and assisting in the refinement of process and products that make the patient environment safer.

Reason for Policy/Purpose:

Patient safety is a primary concern for the simulation program requiring a proactive and vigilant approach to ensure safe practices.

Definitions:

- Latent Safety Threat – A potential threat to patients, visitors, healthcare workers, and others in the healthcare environment.

Procedures:

- Following guidance in Center Policy & Procedure [IUB-SIM-2003](#) (Separation of Simulation Resources from the Clinical Environment), simulated medications, fluid, supplies, and equipment will be excluded from the Clinical Environment. This includes a responsibility for all Faculty, Educators, Instructors, Learners, and Staff to not remove simulated products from the Center or other simulation location.
- Reminder signage will be posted at Center exit doors to not remove simulation supplies from the Center.
- In situ simulations are a primary source for the identification of Latent Safety Threats. When discovered, the sponsoring organization has responsibility for reporting the threat so that it can be remedied.
- The Center will be an active partner for improving patient safety when working with its partners, other educational programs, and industry

Reference/Citations:

- Healthcare Simulation Standards of Best Practice – Operations
[https://www.nursingsimulation.org/article/S1876-1399\(21\)00099-2/fulltext](https://www.nursingsimulation.org/article/S1876-1399(21)00099-2/fulltext)
- Society for Simulation in Healthcare Accreditation Standards – Core Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- Separation of Simulation Resources from the Clinical Environment – [IUB-SIM-2003](#)

Research

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Simulation-based Research	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-7000
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

To fulfill the missions of the Interprofessional Simulation Center and its related organizations, the Center supports simulation-based research to improve education and clinical outcomes. This support may be space, equipment, supplies, operational personnel, or specialty expertise. The Center will track simulation-based research and provide reports on simulation-based research activity and its impact.

Reason for Policy/Purpose:

Central to the missions of the Center and its sponsoring organizations, simulation-based research helps validate the role of simulation in improving educational programs, clinical care, and operational excellence. Quantifying that impact aids in justifying the resources committed to simulation-based research.

Definitions:

- None

Procedures:

- The Interprofessional Simulation Center will maintain a database of all simulation-based research conducted in the Center or with Center resources.
- Faculty, Educator, Instructors, and other researchers who conduct simulation-based through the Center are requested to notify the Center of research projects or protocols.


Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Research Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-7001
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Faculty, Educators, Instructors, and/or their departments that receive funding for simulation-based research will include a portion of that funding for simulation services which may include staffing, supplies, and use of equipment. Funding allocation will be negotiated between the Interprofessional Simulation Center and the funded department.

Reason for Policy/Purpose:

Simulation-based research is vital to improving education or clinical outcomes and the Interprofessional Simulation Center plays a critical role in that process. To sustain the Center, adequate funding is needed, especially if there are funding sources external to the Center.

Definitions:

- In Kind contributions – Non-monetary contributions including but not limited to staffing, supplies, equipment, space, or expert consulting.

Procedures:

- Funded Faculty, Educator, Instructors, and/or their departments should notify the Center of their intent to apply for research funding to determine Center costs to support the research plan.
- Some research funds, particularly internal IU funds, may not be adequate to cover all research expenses. The Center is conscious of these limitations and for smaller research grants, Center contributions may be in kind contributions to the project.
- Simulation equipment and supplies purchased with research funds may be donated to the Center as part of the negotiated process.


Reference/Citations:

- Society for Simulation in Healthcare Accreditation Standards – Research Section
<https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation>

Related Information:

- None

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 INDIANA UNIVERSITY	Interprofessional Simulation Center Health Sciences Building Bloomington Regional Academic Health Center	
	Policy Number	IUB-SIM-7002
	Effective Date	6/8/2022
	Revision/Review Date	3/10/2025
Research Authorship		
Policy Owner	Director, Interprofessional Simulation Center	
Policy Approver	IUB Simulation Executive Committee	
Scope	IUB Interprofessional Simulation Center, including IU, IU Health, and external learners, faculty, educators, instructors, and visitors.	

Policy:

Personnel employed through the Interprofessional Simulation Center may qualify for authorship on research papers, manuscripts, posters, abstracts, or other academic output. When authorship requirements are met, appropriate Center staff should be given authorship credit.

Reason for Policy/Purpose:

As part of the Center’s mission, the Center supports simulation-based research. Simulation-based research requires the contributions of many individuals including Center staff. To validate the contributions of the Center in supporting simulation-based research, research authorship for Center staff supports that validation.

Definitions:

- None

Procedures:

- Faculty, Educators, Instructors, and/or departments conducting simulation-based research in the Center will notify the Center that simulation Sessions are part of a research project or protocol.
- Principal Investigators will evaluate Center staff contributions to determine if authorship requirements are met either through IU Policy BL-ACA-I16 (Guidelines for Authorship) or through the target journal’s authorship requirements.

Reference/Citations:

- Indiana University Guidelines on Authorship (Office of the Vice Provost for Faculty and Academic Affairs – Policy BL-ACA-I16
<https://vpfaa.indiana.edu/policies/bl-aca-i16-authorship/index.html>
- Indiana University Ruth Lilly Medical Library Research Guides
<https://iu.libguides.com/IUSMResearchCompliance/AuthorshipPolicies>

Related Information:

None

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Appendix

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Appendix IUB-SIM-1000A – Organization Chart

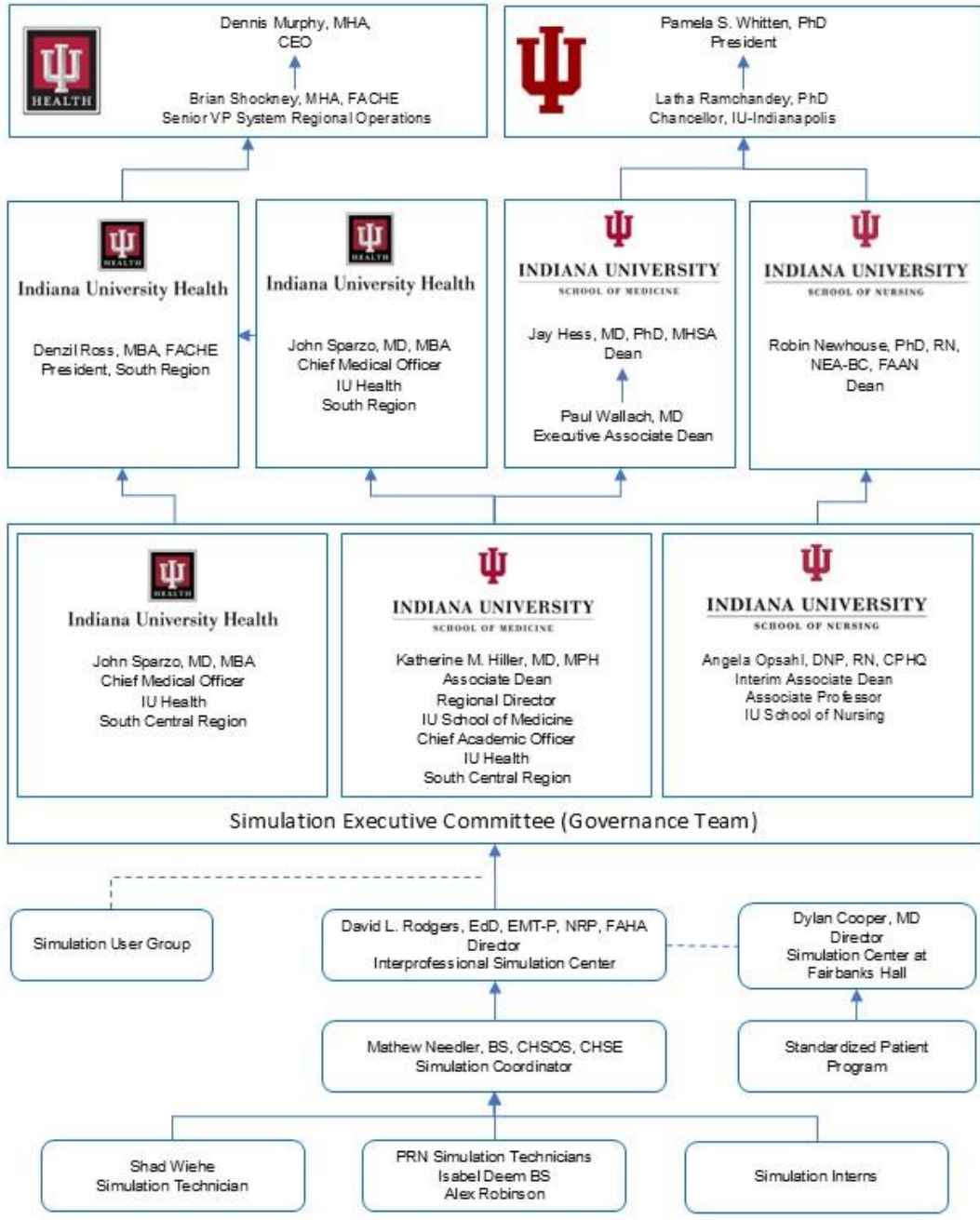
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INDIANA UNIVERSITY
BLOOMINGTON

Interprofessional Simulation Center
Health Sciences Building
Regional Academic Health Center

Organization Chart
Operational Reporting



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Simulation Equipment Service Tag

Date: _____ Person Completing: _____

Equipment Name: _____

Issue: _____

Notes: _____

Entered into Database

Place Tag on Equipment



INDIANA UNIVERSITY
BLOOMINGTON

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Appendix IUB-SIM-3000A – Simulation Template Cover Page

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INDIANA UNIVERSITY

BLOOMINGTON

Interprofessional Simulation Center
Health Sciences Building
Regional Academic Health Center

Event Cover Page

This template serves as the overview document for a scenario, skills session, or OSCE events. It will be coupled with additional documentation for the specific simulation session. If this is a multi-station event, this document globally covers all stations with each station requiring additional add-on documents.

This document follows established curriculum design practices and is essential for not only creating the best simulation-based education outcome but also meets Society for Simulation in Healthcare course learning event accreditation standards.

Details of the design process are at: <https://hsbsim.iu.edu/center-resources/create-course/index.html>

Event Title:

Course Name:

Course Number (if applicable):

Contact(s):

Name	E-Mail	Telephone	Department

Sessions Type (if more than one, check all that apply) Scenario Skills Station OSCE

Is this course part of a research project? Yes No

Brief Summary:

Target Schedule

<input type="checkbox"/> One time event	<input type="checkbox"/> Fall Semester	<input type="checkbox"/> Monthly
<input type="checkbox"/> Short term series	<input type="checkbox"/> Spring Semester	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Irregular	<input type="checkbox"/> Summer Semester	<input type="checkbox"/> Annually
<input type="checkbox"/> Weekly	<input type="checkbox"/> Spring & Fall Semesters	<input type="checkbox"/> As requested
<input type="checkbox"/> Bi-weekly	<input type="checkbox"/> Other rotation	<input type="checkbox"/>

Date Started:

Date Finalized:

Date Reviewed/Updated:

Society for Simulation in Healthcare Category

- Teaching/Education
- Research
- Assessment
- System Integration

1: Problem Identification

What healthcare or educational need does this curriculum address?

What is the impact on patients, healthcare professionals, students, and/or society?

Select the general category of impact (may select more than one).

- Educational Outcomes
- Clinical outcomes
- Quality of life
- Quality of healthcare
- Use of healthcare and other resources
- Societal function
- Medical and nonmedical costs
- Patient and provider satisfaction
- Work and productivity
- Other:

2. Needs Analysis

What is the current state?

What is the ideal state?

General needs analysis (difference between current state and ideal state: describe the learning gap in knowledge, skills, or practice)

How is an educational intervention targeting this group going to solve the healthcare problem?

Source of needs analysis information (Check all that apply)

- Observed performance deficits
- Improve ability in achieving local or organizational performance metrics such as mortality and morbidity, serious safety events, or other patient related outcomes
- New procedures, medications, equipment, locations, or processes
- New knowledge (such as protocol changes)
- Regulatory and accreditation requirements
- Curriculum requirements
- Organizational goals or initiatives
- Learner self-assessment of personal education needs (surveys or focus groups)
- Improve educational methodology of existing course
- Improve employee, student, or medical staff recruitment, satisfaction, and retention
- Expert opinion
- Research specific goal (testing new device or procedure)
- User request
- Other:

Date Started:

Date Finalized:

Date Reviewed/Updated:

For Nursing Students, select QSEN Competencies addressed with this simulation

- | | |
|---|---|
| <input type="checkbox"/> Patient-centered Care | <input type="checkbox"/> Teamwork and Collaboration |
| <input type="checkbox"/> Evidenced-based Practice | <input type="checkbox"/> Quality Improvement |
| <input type="checkbox"/> Safety | <input type="checkbox"/> Informatics |

For Physician Residents, select ACGME Core Competencies addressed with this simulation

- | | |
|--|---|
| <input type="checkbox"/> Medical Knowledge | <input type="checkbox"/> Patient Care |
| <input type="checkbox"/> Practice-based Learning/Improvement | <input type="checkbox"/> Interpersonal and Communication Skills |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> System-based Practice |

3: Learner Analysis

Is this course an IPE event? Yes No

Who are the targeted learners for this curriculum? If IPE, select all that are applicable.

- Medical Student Nursing Student Social Work Student SLHS Student Other Student
 Physician Registered Nurse Respiratory Therapists Pharmacists MA/Tech
 EMS OT/PT Non-medical staff Administrator Other:

- Single discipline/profession (all physicians from a single specialty)
 Multidisciplinary (physicians from different disciplines, such as surgery and anesthesia)

What is the targeted learners' current level of training and education regarding this need?

Does this group have a preferential learning style?

Does this group face any barriers to learning or have any enabling or reinforcing factors?

What resources are available to the targeted learners regarding this need?

Step 4: Goals and Objectives

Instructional Goal: What is the desired overall result for this course? This should preferably be a single sentence.

Is this goal linked to organizational strategic goals or imperatives? Yes No

Explain how it is linked or explain why this link is not needed.

Date Started:

Date Finalized:

Date Reviewed/Updated:

Learner Objectives [Specific cognitive (knowledge), psychomotor (skill and behavioral), or affective (attitudinal) objective addressed at the overall course level].

Scenario or station-objectives may be addressed later.

1.

2.

3.

4.

5.

5. Assessment Strategy

Formative Summative

Describe assessment strategy:

6. Educational Strategy

Is simulation the best educational strategy to achieve the goal and objectives? Yes No

Explain why or select from list below.

Check all that apply:

- Objectives are higher level objectives (Application level or higher)
- Simulator able to provide necessary fidelity to meet objectives
- Learning objectives require some level of experimentation on the part of the learners
- Learning objectives include testing systems capabilities
- Learning objectives require a contextual application of knowledge and skills
- Active reflection (debriefing) essential to meeting objectives and reinforcing learning
- Learners expected to respond better in an active learning environment
- Group interaction and communications are key objectives

Beyond the simulation scenario(s), will other learning materials need to be used or developed? Yes No

If yes, what materials need to be used or developed (i.e., workbooks, slide presentations, etc.)?

7. Implementation

Will pilot testing be required? Yes No

Are all simulators and/or supplies available? Yes No

Date Started:

Date Finalized:

Date Reviewed/Updated:

If no, what needs to happen to have all simulators and/or /supplies available?

8. Evaluation

How will learner evaluation be accomplished?

- Standard Simulation Center Evaluation (QR Code)
- Course specific evaluation form supplied by Course Director
- End of overall course evaluation
- Informal in-course evaluations and interactions, including debriefing
- Expert educator observation
- Focus group
- Other:

Date Started:

Date Finalized:

Date Reviewed/Updated:

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Appendix IUB-SIM-3000B – Simulation Session Template



INDIANA UNIVERSITY

BLOOMINGTON

Interprofessional Simulation Center

Health Sciences Building

Regional Academic Health Center

Simulation Scenario/Session

Case Template

This template is for simulation scenarios typically using full-bodied computer-controlled manikins, other full-bodied manikin, or Standardized Patients where there is a baseline state and possible changes to the condition. This template is linked to an Event Cover Page document that details case demographics and overall curricular information.

Other templates are in place for Skills Sessions and OSCE event.

This template is based on the Duke University Taekman Template - <https://anesthesiology.duke.edu/wp-content/uploads/2018/12/Simulation-Scenario-Template.docx>

Scenario Name:

Event Title:

Course Name:

Course Number (if applicable):

Primary Contact(s):

Name	E-Mail	Telephone	Department

Case specific Information –

Educational Rationale:

Case Objectives:

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Manikin/Room Information-

Manikin/Room Setup:

Chart:

Equipment Available:

Medications Available:

Supplies Available:

Debrief room:

Monitor Details:

Media Available (XR's, EKG, US, Lab's):

Participants (Nurses, RT, Family Member, Faculty playing a part):

Discussion Duration:

Simulation Duration:

Debrief Duration:

Control Room:

Flow of Scenario

Name of Manikin Scenario:

Debrief Room:

Name of Observer Checklist:

Name of Assessment Checklist:

Name of Debriefing Questions:

Name of Objectives:

Name of Survey:

Patient/Case Information:

Name:

Age:

Height:

Weight:

Race:

Gender:

Allergies:

Current Home Medications:

Social History:

Pertinent Medical History:

Physical Exam:

Initial Vitals:

HEENT:

Neuro:

Neck:

Respiratory:

Cardiovascular:

Gastrointestinal:

Genitourinary:

Metabolic:

Back:

Chest:

Abdomen:

Rectal:

Musculoskeletal:

Vascular:

Integument:

Report:

State	Patient Status	Student learning outcomes or actions desired and trigger to move to next state	
1. Initial State HR: O2: BP: RR: Temp: Trigger:		<u>Expected Learner Actions:</u> <input type="radio"/> <u>Hints if needed:</u> <input type="radio"/>	<u>Patient/Family Response:</u> <input type="radio"/> <u>Teaching Points:</u> <input type="radio"/>
2. HR: O2: BP: RR: Temp: Trigger:		<u>Expected Learner Actions:</u> <input type="radio"/> <u>Hints if needed:</u> <input type="radio"/>	<u>Patient/Family Response:</u> <input type="radio"/> <u>Teaching Points:</u> <input type="radio"/>
3. HR: O2: BP: RR: Temp:		<u>Expected Learner Actions:</u> <input type="radio"/> <u>Hints if needed:</u> <input type="radio"/>	<u>Patient/Family Response:</u> <input type="radio"/> <u>Teaching Points:</u> <input type="radio"/>

<p>Trigger:</p>			
<p>4.</p> <p>HR:</p> <p>02:</p> <p>BP:</p> <p>RR:</p> <p>Temp:</p> <p>Trigger:</p>		<p><u>Expected Learner Actions:</u></p> <p>○</p> <p><u>Hints if needed:</u></p> <p>○</p>	<p><u>Patient/Family Response:</u></p> <p>○</p> <p><u>Teaching Points:</u></p> <p>○</p>
<p>5.</p> <p>HR:</p> <p>02:</p> <p>BP:</p> <p>RR:</p> <p>Temp:</p> <p>Trigger:</p>		<p><u>Expected Learner Actions:</u></p> <p>○</p> <p><u>Hints if needed:</u></p> <p>○</p>	<p><u>Patient/Family Response:</u></p> <p>○</p> <p><u>Teaching Points:</u></p> <p>○</p>

<p>6.</p> <p>HR:</p> <p>O2:</p> <p>BP:</p> <p>RR:</p> <p>Temp:</p> <p>Trigger:</p>		<p><u>Expected Learner Actions:</u></p> <ul style="list-style-type: none">○ <p><u>Hints if needed:</u></p> <ul style="list-style-type: none">○	<p><u>Patient/Family Response:</u></p> <ul style="list-style-type: none">○ <p><u>Teaching Points:</u></p> <ul style="list-style-type: none">○
--	--	--	---

Picture of Written Scenario:

Event Schedule:

Schedule:

To-do's:

Things to think about for next time:

Debriefing Notes (expected points to highlight in debriefing)

Debriefing hints: Use a structure (GAS, DML, 3D, or other) – Allow for emotional release – Use Advocacy/Inquiry questioning - Involve everyone – Follow your objectives but find out what is important to the learners – Cover BOTH what went well and what could be done differently – Ask questions rather than telling – Watch your time – Be curious.

Objectives:

Review non-technical skills

Leadership	Teamwork	Decision-making	Situational awareness
Shared mental model	Calling for help early	Closed Loop	Callouts
Supporting others	Direct communications	Cross-checking	Summarizing

Other points:

Appendix IUB-SIM-3000C – Skills Session Template

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INDIANA UNIVERSITY

BLOOMINGTON

Interprofessional Simulation Center
Health Sciences Building
Regional Academic Health Center

Simulation Skills Station

Case Template

This template is for simulation skills stations typically using task-trainers that focus on single skills. This template is linked to a Course/Scenario/Session Cover Page document that details case demographics and overall curricular information.

Frequently, skills sessions may have more than one skill station. This template is designed for up to eight separate skill stations. For larger sessions, copy the individual skills sheets forward for additional pages. If less than eight, delete unneeded pages.

Event Title: OB Orientation Day

IU Course Name: B334

IU Course Number (if applicable):

Primary Contact(s):

Name	E-Mail	Telephone	Department

Number of learners expected in total:

Number of Learners expected at each station:

Overview list of skills stations:

1. -
2. -
3. -
4. -
5. -
6. -
7. -
8. -

Target length of time for each station (including feedback):

Skills Station 1 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 1 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 2 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 2 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 3 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 3 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 4 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 4 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 5 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 5 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 6 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 6 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 7 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 7 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Skills Station 8 - Name:

Manikin/Task Trainer:

	Task Trainer	# Needed		Task Trainer	# Needed
<input type="checkbox"/>	IV Arm – Adult		<input type="checkbox"/>	Airway Head – Adult	
<input type="checkbox"/>	IV Arm – Child		<input type="checkbox"/>	Airway Head – Child	
<input type="checkbox"/>	IV Arm – Infant		<input type="checkbox"/>	Airway Head – Infant	
<input type="checkbox"/>	Manikin – Full body – Adult		<input type="checkbox"/>	Pelvis – Zack	
<input type="checkbox"/>	Manikin – Full body – Child		<input type="checkbox"/>	Pelvis – Zoe	
<input type="checkbox"/>	Manikin – Full body – Infant		<input type="checkbox"/>	Pelvis – OB	
<input type="checkbox"/>	Manikin – Full body – Neonate		<input type="checkbox"/>	Mama Natalie	
<input type="checkbox"/>	Manikin – RealityWorks Baby		<input type="checkbox"/>	NG/Trach Manikin	
<input type="checkbox"/>	BP Arm		<input type="checkbox"/>	Testicular Simulator	
<input type="checkbox"/>	Chester Chest		<input type="checkbox"/>	Arterial Puncture - Adult	
<input type="checkbox"/>	Breast Examination Model		<input type="checkbox"/>	Male Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Torso		<input type="checkbox"/>	Female Catheter Trainer	
<input type="checkbox"/>	Blue Phantom Vascular Blocks		<input type="checkbox"/>	Tracheostomy Manikin	
<input type="checkbox"/>	FAST/ER Phantom		<input type="checkbox"/>		
<input type="checkbox"/>	Thoracentesis Trainer		<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

Supplies (e.g., IV catheters, tape, needles, syringes, catheters)

Additional Clinical Equipment (e.g., ultrasound, stethoscope, BP cuff):

Room Requirements/Preparation:

Station 8 Learning Objectives:

1. –
2. –
3. –
4. –
5. –

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Feedback Hints: Have learner self-assess before giving your view – Focus equally on what went WELL and what CAN BE DONE DIFFERENTLY (+/Δ Model) – Be constructive – Compare performance to a standard – Develop an action plan for improvement.

Appendix IUH SIM-3000D – OSCE Sessions Template

PENDING



INDIANA UNIVERSITY

BLOOMINGTON

Interprofessional Simulation Center
Health Sciences Building
Regional Academic Health Center

OSCE

Case Template

This template is for OSCE (Objective Structured Clinical Examination) events typically using Simulated Patients. This template is linked to a Course/Scenario/Session Cover Page document that details case demographics and overall curricular information.

Other templates are in place for Skills Sessions and Simulation Scenarios.

This template is based on the Duke University Taekman Template - <https://anesthesiology.duke.edu/wp-content/uploads/2018/12/Simulation-Scenario-Template.docx>

OSCE Name: Enter name in this field

Event Title:

Course Name:

Course Number (if applicable):

Primary Contact(s):

Name	E-Mail	Telephone	Department

Case specific Information –

Educational Rationale:

Case Learning Objectives:

1. Enter Objective 1 in this field
2. Enter Objective 2 in this field
3. Enter Objective 3 in this field
4. Enter Objective 4 in this field
5. Enter Objective 5 in this field

References (PubMed citations, policy numbers, textbooks):

Assessment Instrument/Methodology:

Formative Summative

Event Flow:

Door Note:

Post Encounter Patient Evaluation:

Post Encounter Learner Write Up:

- SimCapture on Student Laptops
- SimCapture on Sim Computers
- Canvas

If SimCapture provide Write Up Questions.

Ancillary Data: (labs, diagnostic imaging, EKGs):

Target Duration of Encounter:

Target Duration of Post Encounter Write-Up:

SPs (Standardized Patients) for Event:

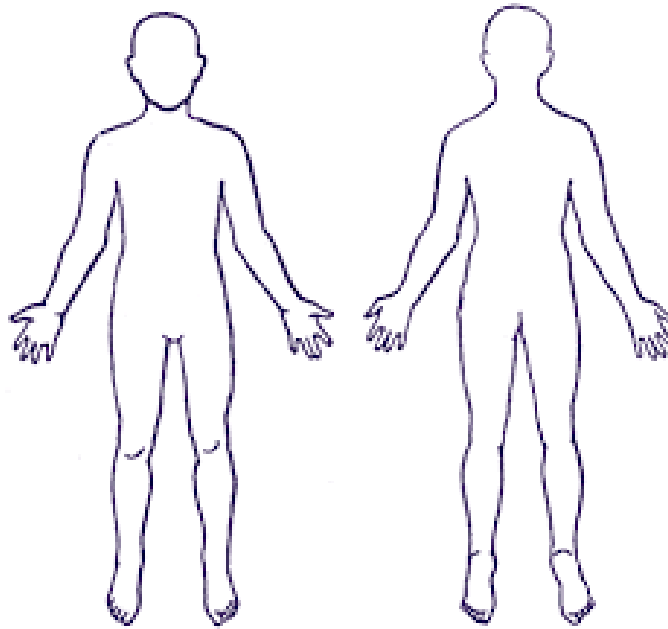
Supplies:

<input type="checkbox"/>	Normal Rm Supplies	<input type="checkbox"/>	Extra Linins	<input type="checkbox"/>	Sterile Gloves	<input type="checkbox"/>	Speculum
<input type="checkbox"/>	Extra Gowns	<input type="checkbox"/>	Privacy Covers	<input type="checkbox"/>	UltraSound Machines	<input type="checkbox"/>	Ultrasound Gel
<input type="checkbox"/>	Extra Towels	<input type="checkbox"/>	Extra Wash Cloths	<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

SP:

Moulage -

HEENT -
Chest/Abd -
Arms -
Legs -



HEENT -
Back -
Arms -
Legs -

Other moulage details –

Other treatments in place –

Clothing/Make-up/Hair/Accessories –

Other items (cane, walker, wheelchair, wristband) –

Feedback and Debriefing Notes

Objective 1 – Enter Objective 1 in this field
Notes and references –

Objective 2 – Enter Objective 2 in this field
Notes and references –

Objective 3 – Enter Objective 3 in this field
Notes and references –

Objective 4 – Enter Objective 4 in this field
Notes and references –

Objective 5 – Enter Objective 5 in this field
Notes and references –

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