

Simulation Center

Student Handbook

2020-2021

WESTERN
DAKOTA

A horizontal teal oval graphic that spans the width of the 'DAKOTA' text above it.

T E C H

Welcome to Western Dakota Tech's Simulation Center!

The Western Dakota Tech (WDT) Simulation Center is committed to supporting and offering high-quality education to individuals and assisting in their preparation to be effective and compassionate healthcare providers. Simulation is conducted in accordance with national and industry standards. The center also supports other WDT programs and community partners through continuing education sessions.

The purpose of this handbook is to serve as a guide to students who are enrolled in WDT and participate in simulation. Expectations, guidelines, policies, and procedures to be followed when participating in simulation are outlined here.

The information contained in this handbook is intended to supplement the Western Dakota Technical Institute Catalog and the WDT Student Handbook. The Simulation Center reserves the right to make changes to policies and procedures listed in this handbook. Students will receive in writing any revisions as they occur. Please retain this handbook in your files so the information can be referred to during your simulation sessions.

Thank you for choosing WDT to further your training and education.

Simulation Center
Western Dakota Tech
800 Mickelson Drive
Rapid City, SD 57703
(605) 718-2980

Table of Contents

WDT Mission Statement.....	3
Simulation Center Mission Statement	3
Simulation Center Vision Statement	3
Simulation Center Core Values	3
ADA Accommodations	3
Discrimination and Harassment.....	4
Simulation’s Role in Education	5
Conduct and Behavior.....	6
Simulation Center Student Policies & Procedures.....	7
Location, Location, Location.....	7
Patient Simulators and Standardized Patients (SP’s).....	7
Patient Touch Pro Monitor	8
Ambulance Cot, Equipment, and Disposable Materials.....	8
Orientation	8
Communication Simulation has proven effective in assisting participants with developing good communication skills as well as good team dynamics and team leadership.....	9
Role of Debriefing.....	9
Professionalism and Confidentiality.....	9
Academic Integrity and Honesty	10
Safety Guidelines.....	10
Health, Illness, and Injury.....	11
Breaks and Cell Phone Usage.....	11
Student Expectations	12
Available Support Services	12
Disciplinary Actions	12
Simulation Center Student Handbook Acknowledgement.....	13
Appendices	14
Confidentiality Agreement and Consent to Video	15
Fiction Contract.....	16

WDT MISSION STATEMENT

Western Dakota Tech is a public institution of higher learning that embraces quality programs, expert faculty and staff, and a commitment to academic excellence to teach the knowledge, skills, and behaviors students need to be successful.

SIMULATION CENTER MISSION STATEMENT

The mission of the Western Dakota Technical Institute (WDT) Simulation Center is to enhance participant skills, professional competence, teamwork, and interdisciplinary collaboration through the delivery of innovative instruction in a realistic healthcare environment.

SIMULATION CENTER VISION STATEMENT

Our vision is to become a regional “Center of Excellence” for initial, follow-on, and advanced skills training in various programs and career fields thereby positively impacting the community. We will continue to offer state-of-the-art education to our students and external partners through the use of simulation with a focus on interdisciplinary environments.

SIMULATION CENTER CORE VALUES

The WDT Simulation Center is a signature project focusing on the areas of education, innovation and collaboration. The WDT Simulation Center will:

- Offer simulation technologies to WDT allied health programs to effectively teach the skills necessary to deliver and continue quality health care throughout the region.
- Support WDT’s Strategic Plan for student, employee, and community success.
- Foster inter-professional and interdisciplinary teaching and learning opportunities.
- Promote innovative teaching strategies and learner-centered education through state-of-the-art facilities and facilitator qualifications.
- Leverage skills across organizational domains and build on partnerships with the community.

ADA ACCOMMODATIONS

Students Rights to Assistance or Accommodations: Western Dakota Technical Institute (hereinafter WDT) does not discriminate on the basis of disability. If you have a disability as defined by federal or state law, including a temporary disability related to pregnancy and/or parenting as a result of a medical necessity due to childbirth, WDT will provide reasonable accommodations including but not limited to architectural access, aids and services necessary for effective communication, and modification of its policies and procedures. Students with a disability who are requesting an accommodation should contact your instructor and the Director of Student Success who serves as the Disability Coordinator as early as possible in the semester.

DISCRIMINATION AND HARASSMENT

All employees, non-employees, and students have a responsibility to maintain a positive learning, work and school activity environment by reporting all incidents or suspected incidents of discrimination and/or harassment involving themselves or others.

Notice of Non-Discrimination:

WDT will not tolerate racism, discrimination, harassment, exploitation or victimization of students, school employees, non-employees, or any person who is an invitee of WDT for any reason, including but not limited to race, color, ethnic background, national origin, pregnancy, marital status, religion, creed, age, sex, citizenship, political affiliation, mental and/or physical challenge, disability, sexual orientation, genetic information, gender identity, gender expression, status as a veteran, or any other status protected under applicable federal, state or local law. WDT is committed to providing an environment free from harassment and other forms of discrimination for students, employees, non-employees and its invitees. The following person has been designated to handle inquiries or complaints regarding the non-discrimination policies: Director of Student Success/Registrar who serves as the Title IX Coordinator.

Title IX at Western Dakota Tech:

Title IX of the U.S. Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Western Dakota Tech (WDT) does not discriminate on the basis of sex in the education programs or activities that it operates including admissions and employment.

Under Title IX, discrimination on the basis of sex can also include sexual harassment which is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the College conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution’s education program or activity; or
3. Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the WDT Title IX Coordinator, or by any other means that results in the WDT Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number, electronic mail address, or by mail to the office address listed for the WDT

Title IX Coordinator. The following person has been designated to handle inquiries regarding the non-discrimination policies and/or laws: Debbie Toms, Title IX Coordinator; 800 Mickelson Drive, Office D113, Rapid City, SD, 57703; 605-718-2958; Deborah.Toms@wdt.edu.

WDT Policies 2001/4001, 2001/4001.Procedure.001, and 2001/4001.Procedure. 002 provide information on WDT's grievance procedures and grievance processes, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how WDT will respond.

Policy - <https://www.wdt.edu/assets/docs/uploads/about/policies/4001.pdf>

Procedure. 001 <https://www.wdt.edu/assets/docs/uploads/about/policies/4001procedure001.pdf>

Procedure. 002 <https://www.wdt.edu/assets/docs/uploads/about/policies/4001procedure002.pdf>

Inquiries about the application of Title IX may be referred to the WDT Title IX Coordinator, to the Assistant Secretary, or to both. The Assistant Secretary contact information is U.S. Department of Education, Office of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202, Main Telephone: 202-453-6914.

SIMULATION'S ROLE IN EDUCATION

Simulation may include virtual patients (sim gaming) and/or enhanced simulation which may include task trainers or patient simulators. Patient actors, also known as standardized patients (SP's) or confederates, are also used in simulation scenarios depending on requirements. According to Lateef (2010), "Simulation is a technique for practice and learning that can be applied to many different disciplines and trainees. It is a technique (not a technology) to replace and amplify real experiences with guided ones...that evoke or replicate substantial aspects of the real world in a fully interactive fashion."

Simulation is one of many tools an instructor may use to facilitate student learning. It is an active, hands-on form of learning and provides an opportunity for student reflection at the completion of the simulated scenario. Simulated scenarios using either games or simulators has proved to be of benefit in the area of increasing skill levels and knowledge levels. Research also shows benefit in actual practice and safe patient care. Simulation teaching methods that have proved effective include, feedback, repetition, including ranges of difficulty, cognitive interactivity, variation, and individualized training. Remember, "clinical simulation is pretend for the purpose of improving behaviors for someone else's benefit" (Wang, 2011).

CONDUCT AND BEHAVIOR

- Participants are expected to dress appropriately which will usually entail wearing a uniform or lab coat. If issued by your program, name badges are to be worn at all times while in the simulation center.
- Tee-shirts are not allowed unless a lab coat is worn over the tee-shirt or unless the tee-shirt is part of the student's uniform. Open-toed shoes will not be permitted.
- All simulated clinical scenarios or video recordings of scenarios involving students are considered confidential. To participate in simulation at WDT, each student will be required to sign a confidentiality and consent to video form. As an academic institution, we also adhere to the requirements of the Family Educational Rights and Privacy Act (FERPA) by protecting student records.
- Students will adhere to facility and program policies and procedures regarding attendance.
- Students will be expected to maintain a professional attitude and actively participate in the simulated learning experience.
- The simulation participant will be expected to hold in confidence all information of a confidential nature obtained during activities performed in the Simulation Center. Failure to do so will be considered as a possible violation of the Student Code of Conduct.
- The Simulation Center should be treated as a clinical setting and patient simulators should be treated with the same respect given to live patients.
- The student will be expected to maintain a respectful attitude towards others and to maintain a safe learning environment for all participants involved in the same scenarios.
- No gum, drinks, or food will be allowed in simulated patient rooms, or in the back of the ambulance. Drinks in the debriefing rooms should have a cover or lid to prevent spills.
- The student will be expected to follow normal body substance isolation rules when working with live patients such as gloves, gowns, masks, hand washing, and sanitizing gel.
- Please leave the Simulation Center in good condition. Clean up the area upon completion of your scenario and restore equipment to its original position. Pick up used supplies, wipe up any fluids, and make sure all sharps are properly disposed.
- If any equipment is damaged during the scenario, notify the simulation staff.
- On occasion simulators may malfunction. If this occurs, immediately notify staff so the issue may be resolved. However, do not automatically assume that a lack of pulses or respirations is a simulator failure. It very well may be part of the scenario where the instructor wants you to recognize changing physiologic parameters and treat them appropriately. If it is a mechanical failure, the staff will recognize it and relay the information to your instructor, so your performance will not be negatively assessed.
- Fully engage and participate either as an individual or as a team member depending on the dictates of the scenario.
- Be flexible, open to new experiences, and peer review.

- Learn from mistakes.
- Arrive on time.
- Follow all safety procedures.

SIMULATION CENTER STUDENT POLICIES & PROCEDURES

Simulation Scheduling & Priority of Use

WDT faculty work directly with the Simulation Director to schedule student simulations. All scheduling questions should be directed to the applicable faculty member. If students want to schedule individual lab time to practice skills, accommodations will be made based on a space-available basis.

WDT Simulation Center Hours of Operation

Normal hours of operation are 7:30 A.M – 4:30 P.M. Simulations can be scheduled anytime by faculty from 8:00 A.M. – 4:00 P.M., Monday through Friday. Additionally, evening classes will be supported based upon the simulation schedule. No simulations will be scheduled during school closings or on holidays. Due to liability and for insurance purposes, the Simulation Center will remain secured when not in use.

Location, Location, Location

The Simulation Center is located in Wanbli Hall, just west of the Health and Human Services faculty offices. Paramedic and EMT simulations are conducted on the second floor in room W241, which is at the very end of the hall. Check with your instructor on which location you need to report to.

Patient Simulators and Standardized Patients (SP's)

The simulators that are commonly in residence in the simulation lab are as follows:

- Lucina: Our female of the group can either be pregnant or non-gravid, depending on training requirements.
- Caesar: Our heavily ruggedized male “point of incident” mannequin who takes part in various trauma scenarios and does not have any qualms about laying on hot gravel or in a puddle of water.
- iSTAN: A multiuse male mannequin who is actively involved in some of our mass casualty scenarios. “Stan” can have chest injuries requiring needle chest decompression or challenge the skills of a paramedic student who tries to intubate a patient with trismus.
- METIMan Prehospital: “Frank” is a male mannequin who spends a lot of time with the paramedic students, traveling out to various ambulance services, and with iSTAN in emergency settings.
- METIMan Nursing: “Mike” is our nursing mannequin specialized in bedside care scenarios including NG tubes and Foley catheters.

- PediaSIM: “Chucky” provides students with interactive scenarios for treatment an 8-year old to include Pediatric Advanced Life Saver certification.
- BabySIM: “Ben” provides students the opportunity to treat ailments that might occur with a 9-month-old infant.

Standardized Patients (SP’s) are actors who portray patients in various scenarios. They may play additional parts such as bystanders, friends, family members, or other roles as needed per the scenario. In an effort to dispel fiction, they may be moulaged appropriately and play a part very convincingly. Be aware, however, that some things cannot be acted out by a live patient. Things like altered blood pressures, pulses, pupil response, blood sugars, etc. will have to be verbally provided while the student is taking or observing these parameters. SP’s are used where a live response is beneficial to the scenario and to the students participating in the scenario.

Patient Touch Pro Monitor

With the exception of Caesar, each simulator has a telemetry monitor to display patient vitals. The monitor has touch screen capabilities and can either be turned on by simulation staff, faculty, or students. Information on monitor operation and capabilities will be provided to the students during orientation. For further information contact one of the simulation staff.

Ambulance Cot, Equipment, and Disposable Materials

Before use, students and faculty will be trained on materials and equipment used in a scenario. If the student is uncomfortable with the use of any equipment or material, let your instructor or simulation staff know and additional training will be provided. When lifting or moving heavy objects such as an ambulance cot, a standardized patient, or a simulator make sure you can lift at least 75 lbs. Each simulator weighs approximately 100 lbs. The student should also make sure that they use proper body mechanics and lifting equipment such as slide boards, draw sheets, patient lifts, and gait belts when needed. Safety should be considered first and foremost to prevent injury to individuals and damage to equipment. A student should never attempt lifting heavy material or equipment by himself/herself.

Hand sanitizers, gloves, sharps containers, bio-hazard trash cans, and masks are located throughout the room. Please use these items when needed and always dispose of materials appropriately.

Orientation

Student orientation to simulation is required before participating in any simulation sessions. During orientation, the student will become familiar with the simulators, simulation practices, perform a brief assessment of the simulator, and fill out the forms in the appendix.

Communication

Simulation has proven effective in assisting participants with developing good communication skills as well as good team dynamics and team leadership

Role of Debriefing

Debriefing in simulation is where the student or group of students reflect on the completed simulation scenario that they participated in. Debriefing is considered to be a critical component of the simulated learning experience and will take a substantial amount of time. It may even take longer than the simulated scenario itself. The debriefing period will usually take place upon completion of the scenario and provides participants with time for active reflection on performance as well as an opportunity to revise thought processes for application in future experiences.

Professionalism and Confidentiality

Students are expected to conduct themselves in accordance with the professional expectations for WDT students at all times. Professional conduct is essential to a successful course experience and career.

Confidentiality of participants in simulation training must be safeguarded to ensure a safe environment that fosters performance improvement and reflective learning. Participant confidentiality is a cornerstone of the International Nursing Association for Clinical Simulation and Learning's Standards of Best Practice. Participant confidentiality is also a site recommendation and faculty preparation checklist item of the National Council of State Boards of Nursing as well as the South Dakota State Board of Nursing.

- Conduct – The WDT Student Code of Conduct will be followed at all times.
 - A therapeutic relationship with patients is expected.
 - Honesty in all communications is required. Integrity in both the classroom and the simulated clinical settings is expected.
- Confidentiality is expected at all times in both the classroom and simulated clinical settings. This includes, but is not limited to:
 - Information obtained electronically, verbally, and in written format.
 - All participants utilizing the WDT Simulation Center will be required to sign and abide by the WDT Confidentiality Agreement and Consent to Video form. Refusal to sign the form will constitute refusal to participate in simulation. Failing to abide by the terms of the form will be reported to the Vice President for Teaching and Learning as a possible violation of the Student Code of Conduct. Faculty and Simulation Center staff will only utilize video recordings of simulation for educational purposes such as debriefing, faculty review, quality improvement and/or educational research.
- Social Networking Guidelines – Confidential, trade-marked, and student/faculty/patient information may not be posted. Classmate, faculty, and patient privacy must be

maintained in all communications. Do not disclose information that may be used to identify classmates, faculty, or patients. Remember that even de-identified information may be recognized by fellow classmates, faculty, patients, their families, or their employers. Students must educate themselves about the proper way to use social networking sites and how to avoid the pitfalls afforded by technology. Misuse of social networking will be reported as a possible violation of the Student Code of Conduct. As such, social networking is prohibited in the simulation center.

Academic Integrity and Honesty

- Honesty and integrity are essential qualities in any profession.
- Cheating or lack of integrity can take on many forms. These may include but are not limited to:
 - Bringing an answer source to the test site.
 - Copying from another student's test, including take-home and open-book exams.
 - Changing an answer after a test has been submitted.
 - Sharing information about a test or simulation scenario with someone.
- Falsification or forgery of academic documents, applications, simulation clinical evaluations, lab evaluations, etc.
- Plagiarism is another form of cheating. This may involve but is not limited to:
 - Submitting a paper written by someone else, in whole or in part.
 - Copying thoughts and ideas from another source and submitting that work as your own.
 - Copying and pasting of electronic text into assigned work.
- Additional areas of concern specific to paramedic include but are not limited to:
 - Covering up or not reporting a clinical error.
 - Charting something that was not done.
 - Altering any legal documentation.
- Not everything is cheating. Some examples of acceptable practices include:
 - Studying together prior to an exam.
 - Sharing notes from class.
 - Using quotes in papers and referencing them appropriately.

If you are unsure if a practice might be considered cheating, please check with an instructor and/or do not engage in the practice.

Safety Guidelines

Safety of staff and students in the Simulation Center is paramount. The simulation staff will conduct a walk-around of the simulation area prior to each simulation to ensure the scene is safe. Additionally, the Simulation Center Director will conduct a monthly walk-around safety inspection of the entire center. Possible safety issues can include (but are not limited to): frayed

cords, tripping hazards, sharps storage, hazardous chemicals and damaged personal protective equipment.

The Director of Simulation will maintain an updated Safety Data Sheet book covering all hazardous chemicals utilized in the center.

Students are expected to adhere to the following guidelines:

- All students will adhere to all safety regulations pertaining to the WDT campus and Simulation Center. Unsafe conditions in the building or in the Simulation Center should be reported to the appropriate faculty or staff member Lab. Students in violation of safety regulations may be referred to the Vice President for Teaching and Learning.
- When moving, lifting, or transferring all adult simulators at least two people are required. Never lift one by yourself. Each adult simulator weighs at least 100 pounds and not using an assistant may cause injury to yourself, others, and the simulator.
- All accidents must be reported. Please see the WDT Student Handbook for further information.
- Follow WDT Student Handbook guidelines in emergency situations such as a fire.
- Some simulation equipment such as hospital beds, ambulance cots, and patient lifts require prior training before being allowed to operate them.
- Because many of the simulations may require lifting or moving objects heavier than 35 pounds, make sure simulation staff or your program faculty are made aware of any restrictions or limitations you may have.

Health, Illness, and Injury

- Students incurring any injury in the Simulation Center must report immediately to an instructor or simulation staff for the necessary policies and procedures of the facility. Required emergency treatment and appropriate report forms must be completed. If the facility assesses cost for this treatment, the student is responsible to pay those charges. WDT is not responsible for those charges.
- If a student sustains an injury at school, it must be reported, and an accident report must be completed.
- Please see the WDT Student Handbook for further information regarding accident reporting.

Breaks and Cell Phone Usage

All cell phones, pagers, and other such electronic communication devices should be turned off or set to vibrate during class. Cell phone use during simulation time is only allowed during break or if needed to reference material related to the simulation scenario. Cell phone policies are also addressed in the individual course syllabi. The posting, broadcasting, or photography while participating in simulation may be viewed as a possible violation of the Student Code of Conduct.

Student Expectations

The WDT Simulation Center students will be expected to:

- Follow all policies set out in the WDT Student Handbook, their program specific student handbook as well as the Simulation Center's student handbook
- Actively participate in the learning process and attend as scheduled
- Refrain from attending when student has an infectious disease
- Demonstrate professional behavior to instructors, staff, and other students
- Demonstrate professional behavior at the clinical sites to all patients, visitors, staff members, instructors, and other students
- Demonstrate a therapeutic relationship with patients
- Maintain confidentiality
- Practice non-discriminatory behavior if rendering patient care as it relates to human rights and dignity of the individual or in relational team or partner activities
- Perform safe and appropriate practices and patient care if enrolled in a healthcare program
- Observe the patient rights of administering medications
- Perform true and accurate patient record recordings when asked to do so
- Wear appropriate clothing as prescribed by your program while in a simulation setting
- Take ultimate responsibility for one's own learning

Available Support Services

You may obtain additional help outside of class through your instructor, the Student Success Center, and the WDT Library. See the WDT Student Handbook for more information.

Disciplinary Actions

Please refer to the WDT Student Handbook. Violations of this handbook will be referred to the Vice President for Teaching and Learning as a possible Student Code of Conduct violation.

*Note: The Simulation Center adheres to WDT's general campus policies. If you have questions review the WDT Student Handbook.

Simulation Center Student Handbook Acknowledgement

I acknowledge receipt of the Simulation Program Student Handbook. By signing below, I certify that I have read, understand, and agree to abide by the policies and procedures of the program.

Printed Student Name _____

Student Signature _____

Date _____

*Please turn in this signed agreement to the Director of Simulation

APPENDICES

Confidentiality Agreement and Consent to Video

Fiction Contract

Confidentiality Agreement and Consent to Video

During your participation in simulation scenarios at WDT, you will be both an active participant and an observer. The primary objective of conducting scenarios is to educate students and licensed health care practitioners in order to improve their performance in evolving healthcare situations. A simulated event is designed to challenge a student/healthcare professional to critically think and respond accordingly.

By signing this agreement, you agree to maintain strict confidentiality regarding both your and other's performance, whether seen in real time, on video, or otherwise communicated to you. Following the scenario, you will participate in a debriefing session. This session is an open forum to discuss student performance and collaboratively learn. Outside of the simulation event, however, do not discuss the details of the scenario with other cohorts or classmates that may attempt the scenario in the future. Doing so is academic dishonesty, similar to revealing the answers to a test and robbing others of the opportunity to learn. Failure to adhere to these policies may be considered a violation of the Student Code of Conduct as described in the Student Handbook.

By signing this agreement, you also consent to being video recorded as part of a simulated event. Video recording during a simulation session is for education and evaluation purposes only. All videos will be erased within 30 days of the simulation event.

_____ (Initial) I agree to maintain strict confidentiality about the details of the scenarios, participants, and participant performance in simulation.

_____ (Initial) I authorize the WDT Simulation Center staff to video record my performance during scenarios for education and evaluation purposes.

_____ (Initial) I authorize WDT faculty and Simulation Center staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, student assessment, program assessment, and educational research.

Student Signature

Date

Fiction Contract

The purpose of simulation-based training is for you to develop skills, including judgment and reasoning, in dealing with and caring for real people. Using patient simulators and simulation teaching techniques, your instructors and simulation staff will recreate realistic situations. The realism of each simulation may vary depending upon the learning goals for the session. The simulated environment has certain limitations in its ability to exactly mirror real life.

When participating in the simulations, your role is to assume all aspects of a practicing professional's behavior. Additionally, when a gap occurs between simulated reality and actual reality, it is expected that you try to understand the goals of the learning session and behave accordingly.

Instructor and Simulation Staff Responsibilities:

- Create goal-oriented, practical simulations based upon measurable learning objectives
- Add enough realism to each simulation so that the learner receives enough clues to identify and solve a problem
- Set and maintain an engaging learning environment
- Provoke interesting and engaging discussions and fosters reflective practice
- Identify performance gaps and help close the gaps

Student Responsibilities:

- Suspend judgment of realism for any given simulation in exchange for the promise of learning new knowledge and skills
- Maintain a genuine desire to learn even when the suspension of disbelief becomes difficult
- Treat the simulated environment and its participants with the same care and respect due and actual environment and people involved

Student Signature

Instructor and/or Staff Signature