Simulation Center

Student Handbook

2026-2027

Approved by Cabinet- April 2026

WESTERN DAKOTA TECHNICAL COLLEGE

Welcome to Western Dakota Technical College's Simulation Center

The Western Dakota Technical College (WDTC) 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 WDTC 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 WDTC 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 College Catalog and the WDTC 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 WDTC to further your training and education.

Simulation Center
Western Dakota Technical College
800 Mickelson Drive
Rapid City, SD 57703
(605) 718-2910

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WDTC MISSION STATEMENT

Western Dakota Technical College prepares students to be highly-skilled professionals through accessible, career-focused programs to improve their lives, while adapting to community workforce needs and positively impacting our economy.

SIMULATION CENTER MISSION STATEMENT

The mission of the Western Dakota Technical College (WDTC) 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 medical training at any level 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 using simulation with a focus on interdisciplinary environments.

SIMULATION CENTER CORE VALUES

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

- Offer simulation technologies to WDTC allied health programs to effectively teach the skills necessary to deliver and continue quality health care throughout the region.
- Support WDTC'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/504 ACCOMMODATIONS

WDTC does not discriminate on the basis of disability. Students with disabilities who are seeking accommodations are strongly encouraged to work with the Disability Services Office prior to the start of the semester as accommodations are not retroactive and the process to become Registered can be lengthy. With that said, students can Register at

any time during the semester. Disclosure by the student to a faculty or staff member does not qualify as self-identification to begin this process. Students with disabilities are not required to Register with the Disability Services Office if they are not seeking accommodations.

For more information regarding ADA/504 Accommodations, refer to Policy 4415 and the Disability Services page housed on the Student Hub in My.WDT.

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:

WDTC will not tolerate racism, discrimination, harassment, exploitation or victimization of students, school employees, non-employees, or any person who is an invitee of WDTC for any reason, including but not limited to race, color, ancestry, national origin, pregnancy, marital status, religion, creed, age, sex, citizenship, political affiliation, disability, sexual orientation, genetic information, status as a veteran, or any other status protected under applicable federal, state or local law. WDTC 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: VP for Institutional Effectiveness and Student Success who serves as the Title IX Coordinator.

Pregnancy Modifications

WDTC does not discriminate in its education programs or activities against any student based on the student's current, potential, or past pregnancy or related conditions. Students seeking modifications for pregnancy or pregnancy related conditions need to contact the Title IX Office at TitleIX@wdt.edu.

For more information regarding modifications for pregnancy and pregnancy related conditions, refer to Policy 4420.

Title IX at Western Dakota Technical College:

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 Technical College (WDTC) 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 WDTC Title IX Coordinator, or by any other means that results in the WDTC 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 WDTC Title IX Coordinator. The following person has been designated to handle inquiries regarding the non-discrimination policies and/or laws: Kelly Oehlerking, Title IX Coordinator; 800 Mickelson Drive, Office D160A, Rapid City, SD, 57703; 605-718-2965; kelly.oehlerking@wdt.edu.

WDTC Policies 9090/4430, 9090/4430.Procedure.001, and 9090/4430.Procedure. 002 provide information on WDTC'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 WDTC will respond.

Policy *https://www.wdt.edu/assets/docs/uploads/policy/4430.pdf*

Procedure.01 *https://www.wdt.edu/assets/docs/uploads/policy/4430procedure01.pdf*

Procedure.02 *https://www.wdt.edu/assets/docs/uploads/policy/4430procedure02.pdf*

Inquiries about the application of Title IX may be referred to the WDTC 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.

The Role of Simulation in Education

Simulation plays a transformative role in modern education, particularly in fields that require hands-on experience and the development of critical, real-time decision-making skills. By providing learners with a safe, controlled environment to practice and refine their skills, simulation helps bridge the gap between theoretical knowledge and practical application. This allows students to experience real-world scenarios, make mistakes, and learn from them without the risks associated with live patients or dangerous situations.

In medical education, simulation is particularly valuable, offering learners the opportunity to practice complex procedures, communication skills, and patient care in realistic but controlled settings. Whether it's a high-fidelity manikin, a virtual reality scenario, or a low-tech task trainer, simulations allow for immersive experiences that would otherwise be difficult to recreate in traditional classroom settings. This hands-on approach builds confidence, hones technical abilities, and cultivates teamwork and problem-solving skills in a way that textbooks and lectures alone cannot.

The role of simulation in education extends beyond healthcare fields, however. It has proven effective in training for aviation, military operations, engineering, and even business. Simulation technology can mimic a variety of real-world environments, providing students and professionals with a platform to practice scenarios they may rarely encounter, yet need to be prepared for. By fostering active learning and critical thinking, simulation enhances the educational experience across a wide array of disciplines.

Types of Simulation

There are several different types of simulation, each suited to specific training needs and learning outcomes. These include:

1. **High-Fidelity Simulation**
   High-fidelity simulation involves advanced manikins and technology that replicate real human physiology and responses. These simulations are highly realistic and can simulate complex medical scenarios, including trauma care, labor and delivery, and pediatric emergencies. Manikins can be programmed to respond to interventions, such as medications, CPR, or surgical procedures, giving learners immediate feedback. High-fidelity simulation is often used in medical, nursing, and emergency response training, where real-time decision-making and hands-on practice are essential.
2. **Low-Fidelity Simulation**
   In contrast to high-fidelity simulation, low-fidelity simulations use simpler, often static models or task trainers. These can include anatomical models or devices like IV arm trainers or CPR mannequins. While they lack the interactive

capabilities of high-fidelity simulators, low-fidelity simulations are still incredibly useful for practicing specific skills, such as inserting an IV, performing physical exams, or administering CPR. These simulations are often more cost-effective and are used in early-stage training where students are learning fundamental procedures.

3. **Virtual Reality (VR) Simulation**
   Virtual reality simulation immerses learners in a completely virtual environment using VR headsets and software. In these scenarios, students can interact with a computer-generated environment that mimics real-life situations, such as performing surgery or navigating an aircraft. VR is particularly beneficial for scenarios where real-world practice is difficult or costly, like flight training or high-risk surgeries. It provides a realistic and engaging experience without the need for physical equipment or space.
4. **Scenario-Based Simulation**
   Scenario-based simulations are designed to simulate real-world events in a safe, controlled environment. These scenarios typically involve decision-making and problem-solving, where learners are presented with a set of circumstances and must work through the challenges, often as part of a team. These can be live, role-played simulations where instructors create situations, such as medical emergencies or business crises, for students to solve. Scenario-based learning encourages collaboration, critical thinking, and communication, and can be used across a wide range of educational fields.
5. **Augmented Reality (AR) Simulation**
   Augmented reality simulation blends real-world environments with virtual elements. Using AR technology, learners can interact with physical objects while receiving digital feedback or overlays that enhance the learning experience. In medical education, for example, AR can allow students to "see" inside the human body or interact with 3D anatomical models, enhancing understanding of complex concepts without needing to rely solely on textbooks or static images.

By integrating these diverse types of simulations into the curriculum, educators are able to provide a dynamic, immersive, and engaging learning experience that significantly enhances students' practical skills and prepares them for real-world challenges. As technology continues to evolve, the role of simulation in education will only become more integral to producing skilled, confident professionals across various fields.

CONDUCT AND BEHAVIOR

- Participants are expected to dress appropriately. You must wear your assigned program-specific scrubs or uniform, including a name badge.

- 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 WDTC, 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.
- Pens should not be used on the simulators for any reason. If pens were used on the patient in a real-life setting, the learner will verbalize what they are doing.
- 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 fluids, and ensure all sharps are properly disposed of.
- 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 may be part of the scenario where the instructor wants you to recognize changing physiological 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

WDTC 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.

WDTC 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

The Simulation Center is in Wanbli Hall, just west of the Health and Human Services faculty offices. Paramedic, EMT, and interdisciplinary team 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.

High/Low-Fidelity Simulators and Standardized Patients (SP's)

The simulators available for clinical training are as follows:

- CAE Simulators
    - Apollo (High Fidelity): A wireless adult male patient SIM that delivers simulation-based healthcare training meeting nursing and prehospital learning objectives.
    - Lucina (High Fidelity): A wireless childbirth simulator with maternal-fetal physiology and interchangeable parts to train on all stages of labor and delivery. Lucina offers a realistic and controllable birthing process, articulation for labor and delivery maneuvers, and predicted APGAR scores based on the integrated maternal-fetal physiology. Scenarios that

Lucina can be used on include normal deliveries, breech births, shoulder dystocia, eclampsia, and more.
    - Caesar (High Fidelity): A wireless adult SIM that offers multiple training features for advanced practice in point-of-care medical treatment. Caesar prepares first responders, medics, and military medical personnel to deliver life-saving trauma patient care in harsh and challenging environments. Caesar is engineered for maximum strength to withstand performance in environments where most other simulators fail.
    - METIMan Prehospital (Frank) (High Fidelity): A wireless adult male SIM that offers risk-free practice of nasal and endotracheal intubation procedures and cricothyrotomy as well as defibrillation, pacing and CPR. METIMan has bilateral chest movement and responds to needle thoracentesis and chest tube placement.
    - METIMan Nursing (Mike) (High Fidelity): A wireless adult male SIM provides training via the Foundations of Nursing Practice learning module for exceptional skills development

- Gaumard
    - Hal3201 (High Fidelity): A wireless adult male SIM that sets a global standard for medical human patient simulation. It is designed to simulate lifelike cases across a broad range of clinical areas including pre-hospital, ED, OR, ICU, PACU, med-surg, and more.
    - Pediatric HAL (High Fidelity): A wireless child male SIM that is the world's most advanced pediatric patient simulator and the first capable of simulating lifelike emotions through dynamic facial expressions, movement, and speech. HAL is designed to help providers of all levels develop the specialized skills needed to effectively communicate, diagnose, and treat young patients in nearly all clinical areas.
    - NOELLE (high fidelity) and Newborn (low fidelity): A wireless simulation-based obstetric and neonatal care education and training package. The NOELLE is a wireless and tetherless childbirth patient simulator. The Newborn is a life size full-term neonate.

- Laerdal
    - SimMan 3G (High Fidelity): A wireless adult male SIM that can display neurological symptoms as well as physiological. It features innovative technology such as automatic drug recognition.
    - SimBaby (High Fidelity): A wireless infant manikin that is ideal for training in all aspects of infant care. With realistic anatomy and clinical

functionality. They are suitable for all types of training, from routine care to critical emergencies.
    - Male Multi-Venous IV Training Arm Kit (three units available) (Low Fidelity): Lifelike adult male arm reproduction with multi-vein system designed for peripheral intravenous therapy.

- Standardized Patients (SP's)
    - 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. To dispel fiction, they may be dressed and have make-up, moulage, to 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 Monitoring

Each simulator can be connected to a telemetry monitor that will display patient vitals, but the monitors will vary due to differing manufacturers. The monitors are equipped with touch screen capabilities and can either be turned on by simulation staff, faculty, or students depending on need and circumstances. Information on monitor operation and capabilities will be provided to the students during orientation. For further information contact one of the simulation staff.

Safety, Equipment Familiarization, and Disposable Materials

Starting each semester and prior to attending simulations, students and faculty will be trained on Safety, Equipment Familiarization, and Disposable Materials. Prior to each simulation, students will receive refresher training for the equipment to be used in the upcoming scenario(s).

- Students who are uncomfortable with any piece of equipment material or portion of the scenarios are authorized to call "Stop for Safety" and receive additional training.
- Moving Simulators:
    - Never pull on the simulator's fingers, wrists, or arms to move or transfer.
    - Never allow the simulator to drop to the floor.
    - Assure that the head and both arms are protected during the transfer.
    - Use the "Patient Transfer Sheet" to slide the simulator between beds/stretchers.
    - Always use two people when moving on a bed or stretcher.

    - For a basic lift, two people are required, but four are desired.
- Moving real people:
    - Never pull the person's fingers, wrists, or arms to move or transfer.
    - Never allow the person to drop to the floor.
    - Assure that the head and all extremities are protected during the transfer.
    - Use the "Patient Slider" to slide the person between beds/stretchers.
    - Always use two people when moving on a bed or stretcher.
    - If on a basic lifter, four people are required.
- When lifting or moving heavy objects such as an ambulance cot, a standardized patient, or a simulator, each person must:
    - Consider safety first and foremost to prevent injury to individuals and damage to equipment.
    - Not have a pre-existing injury.
    - Be able to lift at least 75 lbs.
    - Make use of proper body mechanics and lifting equipment such as slide boards, draw sheets, patient lifts, and gait belts when needed.
- Hand sanitizers, gloves, sharps containers, biohazard 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 SIM 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 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 WDTC 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 WDTC 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 always expected 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 WDTC Simulation Center will be required to sign and abide by the WDTC Confidentiality Agreement and Consent to Video form. Refusal to sign the form will constitute a 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

The 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 WDTC campus and Simulation Center. Unsafe conditions in the building or in the Simulation Center should be reported to the appropriate faculty or SIM Lab staff member. A violation of safety regulations may result in a Student Code of Conduct violation.
- 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 immediately. Please see the WDTC Student Handbook for further information.
- Follow WDTC Emergency Plan 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.
- Because many of the simulations may require lifting or moving objects heavier than 35 pounds, make sure the 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. Required emergency treatment and appropriate report forms must be completed. If the facility assesses cost for this treatment, the student is responsible for paying those charges. WDTC is not responsible for those charges.
- If a student sustains an injury at school, it must be reported immediately, and an accident report must be completed.
- Please see the WDTC 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 if needed for the scenario, 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

WDTC Simulation Center students will be expected to:

- Follow all policies set out in the WDTC 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 the 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 activates
- 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 documentation 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
WDTC students may obtain additional help outside of class through their instructor, the Student Success Center, and the WDTC Library. See the WDTC Student Handbook for more information.

Disciplinary Actions
Please refer to the WDTC 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 WDTC's general campus policies. If you have questions please review the WDTC 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 WDTC, you will be both an active participant and an observer. The primary objective of conducting scenarios is to educate students and licensed healthcare 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 others' 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 collaborative learning. 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 WDTC Simulation Center staff to video record my performance during scenarios for education and evaluation purposes.

_____ (Initial) I authorize WDTC 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 will 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