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Purpose:
The purpose of the Nursing Skills and Simulation Lab is to provide our students an outstanding educational experience in a dynamic learning environment. The program aims to provide experiential evidence-based learning opportunities while promoting nursing student clinical competence.

Goals:
Experience in the Lab will prepare students to:

1. Communicate in a professional manner with patients, family members, and the healthcare team.
2. Adapt care to meet the needs of patients in a variety of clinical settings and scenarios.
3. Use resources and standard practices to provide safe, effective and timely patient care.
4. Collaborate with internal and external teams.
5. Demonstrate clinical competence through repeated and deliberate practice.
6. Integrate theory and practice to prioritize and implement evidence-based care.
7. Use reflection to self-analyze performance and enhance the learning experience.

General Lab Information

Location:
The Nursing Simulation Laboratory is located at two locations:

Chino Campus Health Sciences Lab A,
5897 College Park Avenue
Chino, California 91710

Chino Education Center Lab B
13106 Central Avenue
Chino, California 91710

Hours:
General hours of operations and building access:
Monday-Friday 7:30 a.m.-4:30 p.m.
Nursing Simulation Lab Staff

Director of LVN and CNA program
• Oversees instructional and operational aspects of the programs

Lab coordinator
• Oversees lab operations, including scheduling, staffing, and supply management

Simulation Technician
• Provide support/assist in simulation applications, prop placement, and scenario set-ups
• Coordinate faculty/students in simulation administration and simulation design
• Maintain inventory of simulation supplies and equipment
• Assist lab coordination

Faculty
• Simulation instructors
• Skills lab instructor facilitates simulation scenarios, skills stations, or tabletop exercises on scheduled simulation days.

Lab Assistant:
• Provides support for faculty and students in the lab.
• Responsible for maintaining optimum conditions of the laboratories, and the inventory of equipment, materials, and supplies.
Overview

Skills Lab
The lab is equipped with an array of high fidelity, medium fidelity, and low fidelity patient simulators, an electronic medical record system, anatomical models, and realistic medical equipment to support student learning.

The psychomotor skills classroom and the health assessment classrooms are fully equipped for safe, realistic, and repeated practice of nursing skills, such as IV insertion, medication administration, dressing changes, and physical assessment to support students in learning and practicing advanced health assessment and diagnostic reasoning skills.

Simulation is integrated throughout the nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, communication, assessment, delegation, and teamwork.

Simulation
Simulation in nursing education is a teaching strategy to mirror real-life situations and complement clinical education. High fidelity manikins, standardized patients, realistic equipment, and realistic environments are used to recreate the clinical environment to provide nursing students a controlled, risk free environment to demonstrate psychomotor skills, teamwork, communication, and critical thinking. The use of simulation allows students to learn by doing and by reflecting on their experience.

Debriefing
Debriefing is arguably the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. The debriefing session is not for lecturing. The role of the debriefer is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences.

Nursing Simulation Lab Quality Improvement
Students evaluate their simulation experience after every simulation day and after selected learning activities. This activity is identified as “debriefing.” This data is used to identify areas of opportunity to improve our lab and simulation program. The scenario objectives are evaluated for relevancy to course objectives, Nursing Simulation Lab Goals, and program outcomes. Finally, faculty facilitation of simulation scenarios and debriefings are monitored for quality assurance and quality improvement to identify areas for improvement in faculty development.
Student Lab Guidelines

Expectations:
All students are expected to comply with the guidelines provided in the student handbook for skills lab or simulation exercises:

- Simulation Lab: clinical uniform and name badge
- Skills Lab: clinical uniform and name badge
- Health Assessment Lab: clinical uniform and name badge
- Guided Practice: lab coat and name badge
- Students must wear closed-toe shoes (appropriate footwear for clinical setting) when in the lab
- Children, friends, family members, and animals are not allowed in the lab
- Proper hand hygiene is an important part of nursing practice. Alcohol-based hand sanitizers are available for use and an expectation when working in the lab area.
- No products in the lab are safe for human ingestion, injection or infusion (via skin, oral, vaginal, or rectal routes).
- Products and supplies in the lab are intended for teaching purposes only and are not safe for human or animal use.
- Students are expected to leave the lab in good condition and return simulation mannequins to their original “ready state” for use.
- Please return all supplies to lab personnel or to the area where you found them.
- Properly dispose of all sharps and trash. Violations of this policy are reported to the nursing director for disciplinary action.
- No equipment or supplies may be taken out of the lab without faculty approval.
- Students are not allowed in the lab supply area without prior approval from faculty or the lab coordinator. Violations of this policy are reported to the nursing director for disciplinary action.
- Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab and reported to the nursing director.
- All electronics including cell phones, PDA’s, cameras, camera phones, and video recorders are prohibited in the skills labs and simulations.
Universal Precautions:

All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab.

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the lab.
- All injuries, including “clean” needle sticks, should be reported to the faculty and lab staff or faculty.

Simulation Days

Attendance

- Students will be notified at the beginning of the semester of their scheduled simulation day. The simulation day may not be the same day of the week as the clinical day.
- Students are to report to the lab 15 minutes prior to the scheduled start time.
- If a student arrives late, the student will be counted absent and must make up the session as required by the instructor of record. *No student will be allowed into a session once it has begun.*
- The clinical instructor, lab coordinator, and/or the director will arrange make up for simulation day absence.

Conduct

- Professional conduct and communication are expected in the Simulation Laboratory and other instructional areas (i.e. laughing or commenting while students perform simulations).
- Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The simulation will always be treated as a real clinical setting. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.
- Cellular phones are not to be used during your simulation day and should be off or silenced.
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes. Participation in any simulation activity provides consent to taping. If a student has a question or does not consent, he/she must contact the nursing director a week prior to the scheduled simulation.
- During a simulation, student questions and comments should be saved for debriefing.
Rules of the Simulation Laboratory:

- Absolutely no eating or drinking in the Simulation Laboratory.
- All supplies must be returned to the appropriate blue bin (lab assistant only).
- Mannequins must be treated professionally and placed in original position.
- Beds must be made/remade when no longer in use, and bed must be returned to the lowest position.
- No writing implements (pencils or pens) or markers near or around the simulation mannequins.
- Clean up trash that students generate during skills review or study/practice.
- All students must sign in/out to the Simulation Laboratory via computer or sign-in book (if computer is not on) for each session.
- No student is allowed to be in the simulation area without a faculty member present.
- Mannequins, supplies, and technology are to remain in the simulation area. No items may taken or relocated without written approval from the lab coordinator or simulation technician.
- If a breakage of equipment occurs, the student must report the issue to a faculty member or the simulation technician immediately.

Confidentiality

- All simulation day information is considered confidential and is not to be discussed outside of the simulation lab. Violations of this must be reported to the nursing director.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the simulation lab.

Student Evaluations

- Students will be sent a link to an online, anonymous survey after each simulation day which all students are expected to complete.
- Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.
Skills Lab Days

The labs contain a variety of equipment so students may learn and practice nursing skills.

- **Additional practice/voluntary:** Once students have practiced selected skills under the supervision of their instructor, they may attend additional practice sessions.
  - Open-Lab: Students may practice in the lab during any open lab times.
  - Faculty Consult: This is a first come-first serve basis by signing up through SARS system. Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency. Failure to attend a scheduled session will result in limited future access.

- **Make-up/mandatory:** Students who need to make up hours due to absences or clinical schedule change must sign-up on the SARS schedule with Laboratory Coordinator.
  - Students should have a make-up permit/form to present to the lab faculty upon arriving to the lab.
  - Once students have practiced selected skills with the guidance for lab faculty, they perform the skills under supervision for their final deliberate practice or sign-off. This documentation is given to the student and a copy is held by the lab coordinator.
  - Can only be made up with an instructor, not a laboratory assistant.

- **Remediation:** Students who need remediation must schedule on SARS and meet with the Laboratory Coordinator at the appointed time.
  - Remediation must be completed with the timeframe noted by the instructor.
  - Remediation students take priority in the scheduling, so if a time is not available via SARS, the student must email the lab coordinator, the director, and cc’ the instructor of records for a time.
  - The student is responsible for keeping his/her instructor informed regarding the process.
  - If a student is not successful in his/her remediation plan, the lab coordinator will notify the instructor of record and the nursing director.
Remediation Policy

Remediation will be conducted for the following: Clinical-Skills Lab Events, Behavioral/Attendance Issues, or Theory Deficit-grades.

The student will:

- Meet with the appropriate instructor to discuss/identify the issue(s). First step discipline
- Faculty will identify the problem/deficit and document.
- The instructor will develop a written plan of correction/improvement and develop a timeframe for compliance.
- The instructor will document the discussion and problem identification and complete a Remediation Plan. The Remediation form will be signed by both the student and instructor and delivered to the lab coordinator or designee prior to scheduling a remediation session.
- The form must be complete and list the objectives and expected learning outcomes.
- For remediation of clinical skills, students will use the signup process to schedule a session. The student will email the lab coordinator/designee to schedule a remediation session.
- For tutoring/retesting of theory/deficit, the instructor will determine material to be reviewed
- If a student fails to attend a required session, the simulation laboratory instructor will report the absence to the director of nursing and faculty of record for consultation and follow-up/action steps.

Definition: Required practice for all unsuccessful skill testing (check-offs).

Guidelines: Students must successfully complete the nursing skills check–off by obtaining the number of required practiced skills as identified on the remediation form.

Repeat Testing: 1st Attempt

1. Testing is scheduled through the laboratory coordinator/designee.
2. Testing must be scheduled and completed during the semester. There will be availability of skills lab classes/experiences over the summer to practice, remediate and maintain skills for the next semester.

3. Testing will be for previously learned skills from those nursing courses not completed successfully.

4. Remediation and re-testing will be required if not completed successfully. Students will have the right to due process regarding the re-testing failure (** see due process policy).

Repeat Testing: 2nd Attempt

1. Mandatory 1-hour practice with skills lab instructor.

2. Student must be referred for counseling for testing anxiety, if applicable. Referral to the Student Success Center for applicable workshops may be suggested.

3. Student must complete a typed written one paragraph reflection including identifying the potential/actual implications the unsuccessful performance would have on the patient outcomes. The student must include a reference related to the unsuccessful portion of the skill (i.e. effects of the medication errors, increased costs due to nosocomial infection, missed findings, etc.). The reference can be from a professional journal, nursing reference book or textbook or professional web site CINAHL.

4. During re-testing the student will perform another skill in the same category (i.e), in addition to repeating the unsatisfactory skill (s). If unsatisfactory in the area of drugs and solutions (MAR, calculation error), the student will repeat the same medication (s) and complete an additional Drugs and Solutions (1 medication for each medication error).

5. Remediation and counseling will be required prior to any additional testing. This counseling is performed by the instructor of record and the lab coordinator. The student will be evaluated by a minimum of two instructors. The documentation will be filed in the student’s record. Students will have the right to due process regarding the re-testing failure (** see due process policy).

Repeat Testing: 3rd Attempt

1. If the student is unsuccessful after 3rd attempt, there is no remediation
and the student fails the course.
2. The student will be referred to the instructor of record and the director of nursing.

- All lab time will be recorded for the student, the instructor of record, and for positive attendance reporting at the end of the semester by the lab coordinator.
Due Process- Performance Skill Attainment
In order to protect student rights, due process is utilized in the remediation process. Fundamental to procedural due process is adequate notice of infraction/deficiency of a required class objective or learning outcome. The student shall be given a reasonable opportunity to successfully attain the objective or learning outcome. The student shall be aware of the outcome if he/she is not successful.

- The student must have access to the lab for practice and skill attainment within a reasonable period (noted on the Remediation form).
- The student must know what skill is required and the level of skill attainment needed for passing (noted on the Remediation form).
- The student must have the opportunity to practice in the lab with an instructor for a reasonable period of time considering the level of the skill to be attained (noted on the Remediation form).
Follow-up Meeting and Reevaluation

Remediation Flow Chart 1.2
Due Process- Simulation/Skills Lab
In order to protect student rights, due process is utilized for rules violations for the simulation/lab areas.

- Consequences of offenses (possible disciplinary actions) stratified by their seriousness.

- Corrective action is generally progressive. For most minor incidents personal coaching, a verbal warning, a written warning, and/or a written reprimand may precede suspension or dismissal.

- The purpose of disciplinary action is to provide feedback that encourages accountability and behavior that reflects system values.

- Corrective action plans are intended to be positive, non-punitive interventions that allow an individual time to correct an identified deviation from expected behavior.

- In each instance, the corrective action is to be fair, just, and in proportion to the seriousness of the violation.

- In addition, feedback is to be communicated privately, out of sight and sound of peers or co-workers, and delivered in a timely manner.

- For more severe offenses, the disciplinary process may begin with a final written warning, suspension or dismissal.
Form A

CHAFFEY COLLEGE
AGREEMENT
LAB and SIMULATION CENTER

As a participant of the laboratory, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students.

I will maintain the standards of the Health Insurance Portability and Accountability Act (HIPAA) and California state laws regarding confidentiality.

I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

I agree to adhere to the following guidelines:

- I have read and understood my duties and responsibilities in lab and simulation.
- I will abide by the rules and policies found in this Skills and Simulation Handbook and the LVN Handbook. Violations will be reported to the nursing director.
- All information is confidential, and any inappropriate viewing, discussion, or disclosure of simulation information is a violation of policy.
- I will be professional, collegial, and respectful to the participants in the laboratory and simulations at all time.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner.
- The simulation mannequins are to be used with respect and be treated as if they were live patients.

Signature: __________________________________________

Printed Name: ______________________________________

Date: _____________________________________________

Instructor: _________________________________________

Course of Study: ___________________________________