St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Simulation Center (SGUSOM SimC) Policies and Procedures Manual

As a division within the Department of Clinical Skills at SGUSOM, the Simulation Center adheres to the policies and procedures of the institution. This document outlines the SGUSOM SimC's supplemental Policies and Procedures.

Table of Contents

1. Executive Summary

The St. George's University School of Medicine Simulation Center (SGU SOM SimC) is committed to providing a world-class healthcare simulation program that supports the university's mission and vision of excellence in medical education and research. SGUSOM SimC Policies and Procedures Manual outlines the framework that guides the center's operations, ensuring the highest standards of educational effectiveness, ethics and safety.

SGUSOM SimC is overseen by the Assistant Dean of Simulation, who serves as the Program Director. The Assistant Dean of Simulation, in collaboration with the Dean of the School of Medicine, the Senior Associate Dean of Basic Sciences, and the Senior Associate Dean of Clinical Studies, is responsible for shaping the center's strategic vision, managing resource allocation, and developing policies. Additionally, the Assistant Dean of Simulation receives guidance from the Simulation Steering Committee, a group of key stakeholders who provide valuable insights and recommendations to support the center's activities.

The Simulation Center is a state-of-the-art facility equipped with advanced simulation technologies, including high-fidelity patient simulators, task trainers, and standardized patients. The center's primary purpose is to provide immersive, scenario-based learning experiences that enable learners to develop and refine their clinical skills in a safe and controlled environment, fostering a comprehensive understanding of all aspects of healthcare. These activities are carefully designed to align with the SOM's curriculum, ensuring seamless integration and optimal learning outcomes for students and healthcare professionals.

This Policies and Procedures Manual is not a substitute for other policies and procedures of SGUSOM, but a complement to other policies and procedures of SGUSOM. This manual outlines the guidelines and protocols that govern the center's operations. These policies are designed to ensure the consistent delivery of high-quality simulation-based education, maintain the integrity of the simulation environment, and prioritize the safety and well-being of all participants.

By adhering to the policies and procedures outlined in this manual, SGUSOM SimC aims to maintain its position as a leader in healthcare simulation, contributing to the development of competent, compassionate, and ethically minded healthcare professionals who are well-prepared to provide exceptional patient care.

2. General Information

SGUSOM SimC is dedicated to enhancing medical education through state-of-the-art simulation experiences. Our mission is to provide a safe learning environment where learners can develop and refine clinical skills, critical thinking, and teamwork to deliver high-quality patient care.

2.1 SGUSOM SimC Mission Statement

The mission of St. George's University School of Medicine Simulation Center (SGUSOM SimC) is to establish educational benchmarks, enhance clinical reasoning, improve procedural skills, and enhance patient safety through innovative medical simulation methodologies. Our commitment extends to cultivating the next generation of healthcare leaders, fostering interprofessional collaboration, inspiring research initiatives, and ultimately improving patient care outcomes.

2.2 SGUSOM SimC Vision Statement

St. George's University School of Medicine Simulation Center (SGUSOM SimC) is committed to improving patient care outcomes through the operation of an internationally accredited facility. We strive to excel as the premier regional simulation center, advancing medical education and fostering the development of skilled, compassionate, and ethically-driven healthcare professionals committed to achieving excellence in patient care.

2.3 SGUSOM SimC Values

- Learner-Centric
- Culture of diversity, equity and inclusion
- Commitment to excellence
- Accountability
- Honesty and transparency
- Respect
- Collaborative
- Reciprocity
- Continuous improvement
- Evidence-Based

The program strategically disseminates its mission and vision to effectively reach a diverse audience across multiple platforms, including:

1) St. George's University School of Medicine website
2) SGUSOM SimC's webpage
3) Digital screens, located throughout the facility, such as InFocus Boards and computer monitors
4) Signs prominently featured in the main lobby and hallways of the simulation center

5) Marketing materials, such as brochures and handouts distributed to stakeholders and visitors
6) Social media platforms and other collaborative platforms
7) Educational initiatives (e.g., presentations, workshops and training sessions)
8) Public and community engagements
9) Annual reports

2.4 Purpose of Simulation at SGUSOM SimC

The purpose of simulation at SGUSOM SimC is to:

1. Establish measurable educational benchmarks, strengthen clinical reasoning, improve proficiency in procedural skills, and enhance patient safety by leveraging the effective use of simulation methodologies within a safe, supportive learning environment.
2. Foster the integration of basic science and clinical practice by reinforcing foundational concepts through real-world clinical applications, effectively bridging the gap between theory and practice to ensure students are well-equipped to deliver high-quality patient care upon graduation.
3. Introduce students to competencies outlined by the Accreditation Council on Graduate Medical Education (ACGME).
4. Cultivate the knowledge, skills, and attitudes necessary for using best practices in medical education, supported by continuous improvement through ongoing research.

2.5 Location

Adress: St. George's University
University Centre
True Blue, St. George
Grenada, WI
Phone #: (473) 439-2000
URL: https://www.sgu.edu/academic-programs/school-of-medicine/simulation-center/

SGUSOM Sim C is located within St. George's Hall (SD1) and Morris Alpert Building (SD6). Please note the following:

1. **St. George's Hall (SD1):**
    a. First Level (Ground Floor): Clinical Skills Lab Rooms 29 – 56
    b. Second Level (First Floor): Clinical Skills Lab Rooms 57 – 84
    c. Third Level (Second Floor): High-Fidelity Division Bays 1 – 22 & SGUSOM SimC Offices
2. **Morris Alpert Building (SD6):**
    a. Fifth Level (Fourth Floor): Department of Clinical Skills Offices
    b. Sixth Level (Fifth Floor): Clinical Skills Lab Rooms 1 – 28

2.6 Hours of Operation

- Business hours: 8:00am – 5:00pm (AST/GND Time), Monday through Friday throughout the calendar year.
- SGUSOM SimC follows the academic calendar of SGUSOM for holidays.
- After-hours and weekend events must be scheduled in advance following SGUSOM scheduling policy and prior approval from the Assistant Dean of Simulation.
- In the unlikely event of adverse weather conditions, the SGUSOM SimC will follow all SGU guidelines and directions regarding emergency procedures.

2.7 Scheduling

All MD course academic scheduling is done via the SGUSOM Scheduling Committee. All other simulation scheduling will be coordinated and maintained by the Simulation Coordinator. The provided request must be submitted to sgusomsimc@sgu.edu at least five (5) business days prior to the desired simulation date. There will be no exceptions to this policy. Once the calendar has been checked for availability by the Simulation Coordinator, approval will be confirmed by the Assistant Dean of Simulation. Walk-in use of the facility is not permitted.

2.8 Prioritization of Simulation Resources

The center has an established equitable and transparent system to prioritize the utilization of simulation resources, including rooms, equipment, and personnel. This system considers factors such as educational goals, resource availability, and scheduling requirements, ensuring efficient allocation for all academic programs and departments.

SGUSOM SimC tries to accommodate a variety of simulation activities. The following priorities guide the decision-making process:

1. Scheduled curricular educational activities
2. Student remediation sessions
3. Student practice sessions
4. American Heart Association (AHA) training courses
5. Faculty Training
6. SP Training
7. Facility Tours

If any conflicts arise, not addressed by the above policy, the Simulation Center Coordinator and the Assistant Dean of Simulation are responsible for reviewing the conflict.

2.9 SGUSOM SimC's Contact Information

Contact Information	
SGUSOM SimC Email	sgusomsimc@sgu.edu
Simulation Center Coordinator American Heart Association (AHA) Coordinator	Ms. Samantha Dickson SDickson@sgu.edu (473) 439-2000 Ext#: 3092
Administrative Assistants	Ms. Lydia Boodoo LBoodoo@sgu.edu (473) 439-2000 Ext#: 3172 Ms. Jacqueline Hope JHope@sgu.edu (473) 439-2000 Ext#: 3550
Assistant Dean of Simulation	Dr. Anna Cyrus-Murden ACyrusmu@sgu.edu (473) 439-2000 Ext#: 3264
Director of Simulation Based Education (UK)	Dr. David Gaunt dgaunt1@sgu.edu
Lead Instructional Faculty	Dr. Mikhail Muradali MMuradal1@sgu.edu (473) 439-2000 Ext#: 3283
Simulation Operations Specialists	Mr. Trent Wildman TWildma1@sgu.edu (473) 439-2000 Ext#: 3143
Simulation Learning Management Systems (LMS) Administrator	Mr. Shonary Joseph SJoseph@sgu.edu (473) 439-2000 Ext#: 3421
Standardized Patient (SP) Administrative Assistants	Ms. Jacqueline Hope JHope@sgu.edu (473) 439-2000 Ext#: 3550 Ms. Vanessa Smith SmiVan@sgu.edu (473) 439-2000 Ext#: 3089
SP Coordinators	Dr. Myanna Charles MCharle9@sgu.edu (473) 439-2000 Ext#: 3761 Dr. Reshon Hadmon rhadmon@sgu.edu (473) 439-2000 Ext#: 3745

Clinical Skills Leads	Dr. Charlottle Taylor-Drigo CTaylor@sgu.edu (473) 439-2000 Ext#: 3703 Dr. Michon Sukhoo-Pertab MSukhoo1@sgu.edu (473) 439-2000 Ext#: 3486 Dr. Onika Miguel omiguel@sgu.edu (473) 439-2000 Ext#: 3575

2.10 Parking

Parking is by permit only. All participants (i.e., learners, faculty, staff or visitors) must follow the parking policy of SGU. SGUSOM SimC is not responsible for parking citations incurred by its participants. Parking permits are the responsibility of the individual. For questions regarding parking permits, please contact DPSS@sgu.edu or fill out the parking permit form at SGU Parking Permit Application form.

3. Introduction to Medical Simulation

3.1 What is Simulation?

Simulation is ***"a technique, not a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion (Gaba, 2004)".*** Simulation is useful to convey knowledge, improve clinical training, impart skills and instill the values of medicine that will improve health outcomes. SGUSOM SimC use different scenarios and equipment and vary in realism.

3.2 Simulation-Based Training

Simulation-Based Training is an effective and complimentary teaching method in medical education. Instead of using real patients, SGUSOM SimC employs various processes and pedagogical techniques, including simulated patients and advanced simulators, to recreate clinical patient encounters in a safe and controlled learning environment. Realistic scenarios are utilized both as teaching and evaluation methods, allowing leaners to develop and refine their skills without risk to real patients. The introduction of simulation serves two primary objectives: to enhance educational experiences for learners and to improve healthcare outcomes. Beyond training, simulation serves as a valuable tool for assessing and achieving competency. The core competencies most aligned with simulation-based training

include patient care, communication and interpersonal skills, and system-based practice.

3.3 Participants' Expectations

At the SGUSOM SimC, all students and faculty are required to actively participate in simulated case scenarios and comply with the Simulation Center rules. Human Patient Simulators (HPS) must be treated with the same respect as live patients, and the Simulation Center should be regarded as a real medical setting. Students are expected to maintain strict confidentiality regarding *"patient"* conditions and the actions of fellow students, limiting discussions to the simulation areas, debriefing areas, classrooms, and other simulation sites. Debriefing sessions are conducted after most simulation experiences to foster learning and reflection.

3.4 What is pre-briefing?

Pre-briefing is a critical component of simulation-based education that prepares participants for the simulation experience. It involves orienting them to the simulation environment, establishing clear expectations and objectives, assigning roles, identifying and addressing potential risks, and providing time for preparation. This process ensures that participants are well-informed, confident, and ready to engage in a meaningful and realistic simulation, thereby maximizing the learning experience.

3.5 What is debriefing?

Debriefing is an essential step in simulation activities, offering participants the opportunity to reflect on their experiences, evaluate their actions, and consolidate their learning. The Simulation Activity Debriefing Guide and the Debriefing Using the Advocacy-Inquiry Method provide detailed guidance on the debriefing process, including the roles and responsibilities of facilitators. These resources are designed to enhance the effectiveness of debriefing sessions in simulation-based learning. *(see Appendix_3 & 4)*.

3.6 Fiction Contract

Simulation-based healthcare training aims to develop learners' skills, including judgment and reasoning, necessary for the care of real patients. Using patient simulators and simulation teaching techniques, instructors recreate patient care scenarios. The realism of each simulation may vary depending on the session's learning goals. While the simulated environment and patient may have limitations in their ability to exactly mirror real life, efforts will be made to create a rich and engaging learning experience.

During simulation-based training, learners are expected to fully assume the role of a practicing healthcare provider, demonstrating professional behavior throughout. When discrepancies arise between simulated reality and actual reality, learners should focus on understanding the session's learning objectives and accept the limitations of the simulation as part of the educational process. Maintaining a genuine desire to learn, even when suspension of disbelief becomes challenging, is essential. Learners are also expected to treat the simulated patient with the same care and respect they would show to an actual patient.

To preserve the learning, safety, and integrity of the simulation environment, learners must maintain confidentiality regarding the performance of others and the details of the simulation scenarios.

4. SGUSOM SimC's Strategic Plan

The following outlines the short-term and long-term goals of SGUSOM SimC for the period 2025 - 2030:

4.1 Short-Term Goals (1 – 2 years)

i. **Develop and Implement Simulation Learning Management System (LMS)**

- Complete the ongoing development and implementation of the Simulation Learning Management System (LMS) to streamline the administration, tracking, and evaluation of simulation-based education activities. This includes the integration of user-friendly features, ensuring alignment with educational goals, and facilitating seamless communication among faculty, learners, and administrators.

ii. **Enhance Feedback Processes for Standardized Patients (SPs)**

- Review and enhance feedback processes for SPs to ensure the effectiveness and impact of simulation programs, providing training and/or remediation and continuous monitoring.

iii. **Promote Research Initiatives in Simulation**

- Ensure that research serves as a cornerstone for the professional growth of the SGUSOM SimC, fostering an environment that supports the facilitation and delivery of the simulation curriculum. This includes encouraging scholarly activities that contribute to both individual and institutional advancement in simulation-based education.

iv. **Enhance Interprofessional Education Collaboration**

- Explore more opportunities for interprofessional student activities, enhancing collaboration among healthcare professionals.

v. **Integrate AI Tools to Enhanced Simulation Learning**

- Integrate AI-driven tools into the simulation center's curriculum by the end of the academic year 2026, focusing on enhancing real-time feedback, improving decision-making scenarios, and personalizing learning experiences for students.

vi. **Improve Consistency in the Faculty Grading Process**

- Expand faculty training on effective grading practices and ensure consistency across different simulation scenarios.
- Regularly review evaluations and feedback mechanisms for faculty to ensure grading alignment with program goals.

4.2 Long-Term Goals (3 – 5 years)

i. **Establish a Regional Simulation Hub**

- Strengthen and expand simulation-based education by offering accredited programs and establishing partnerships with regional healthcare institutions.

ii. **Enhance Simulation-Based Curricula Integration**

- Collaborate with course directors and content managers to develop and enhance standardized simulation curricula.
- Continuously evaluate and refine simulation-based curricula to ensure alignment with evolving educational needs and accreditation standards.

iii. **Expand Research Initiatives**

- Improve simulation research projects and support research across all SGUSOM programs.
- Establish partnerships with external institutions for collaborative simulation-based research and disseminate findings through publications and presentations.
- Attain SSH accreditation in research by 2028.

iv. **Explore Grant Funding Opportunities**

- Pursue grant funding opportunities to expand the center's initiatives.

v. **Expand Interprofessional Collaboration**

- Engage with various healthcare disciplines to identify opportunities for collaborative simulation-based activities.
- Provide faculty development workshops to enhance the facilitation of interprofessional simulation experiences.
- Explore other external collaboration opportunities.

vi. Further Invest in State-of-the-Art Simulation Technologies and Facilities

- Continuously advance simulation capabilities through the phased acquisition of high-fidelity manikin models and the strategic integration of immersive technologies and AI-driven tools to enhance educational impact and innovation.
- Continuously monitor and adapt to emerging trends and advancements in healthcare simulation technology.
- Collaborate with industry experts to identify and integrate AI tools into simulation processes and develop comprehensive training programs for stakeholders, ensuring effective and responsible AI usage through clearly defined safeguards and guidelines.

5. Program Administration

SGUSOM SimC is a division within the Department of Clinical Skills and is part of St. George's University School of Medicine (SGUSOM). It functions as the central academic center for all simulation-based education, comprising two main divisions: the Clinical Skills Labs and the High-Fidelity Division *(see Figure 1)*. All academic and operational decisions must align with the SGUSOM Policies and Procedures.

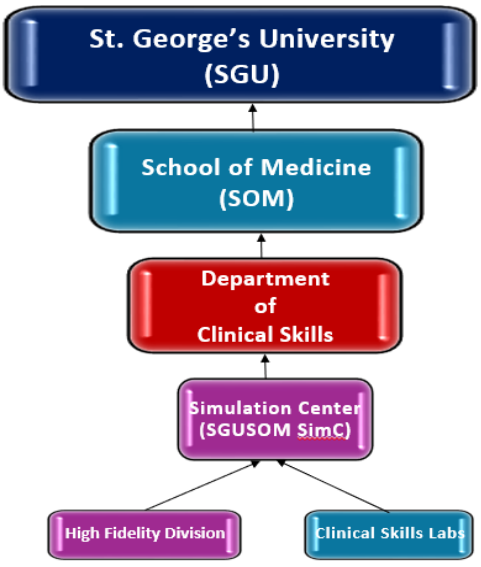

Figure 1: SGUSOM Organizational Structure

The administrative space is designed for convenient and quick access to the Assistant Dean of Simulation. The administrative staff can also access the Assistant Dean of Simulation's calendar, which is managed by the Administrative Assistant. When the Assistant Dean of Simulation is off-site, he/she can be reached by phone, email, text, or virtually through video conferencing platforms such as Zoom or Teams.

6. SGUSOM Governance Structure

SGUSOM SimC has a well-defined governance structure that provides oversight and advisory functions *(see Figure 2)*. It highlights:

a. SGUSOM SimC's position within the Department of Clinical Skills and within St. George's University School of Medicine.
b. The program's integration within the broader university system, receiving support and oversight from SGUSOM's senior leadership, including the Senior Deans of Basic Science and Clinical Studies, as well as the Dean of the School of Medicine.
c. The simulation center's internal structure.

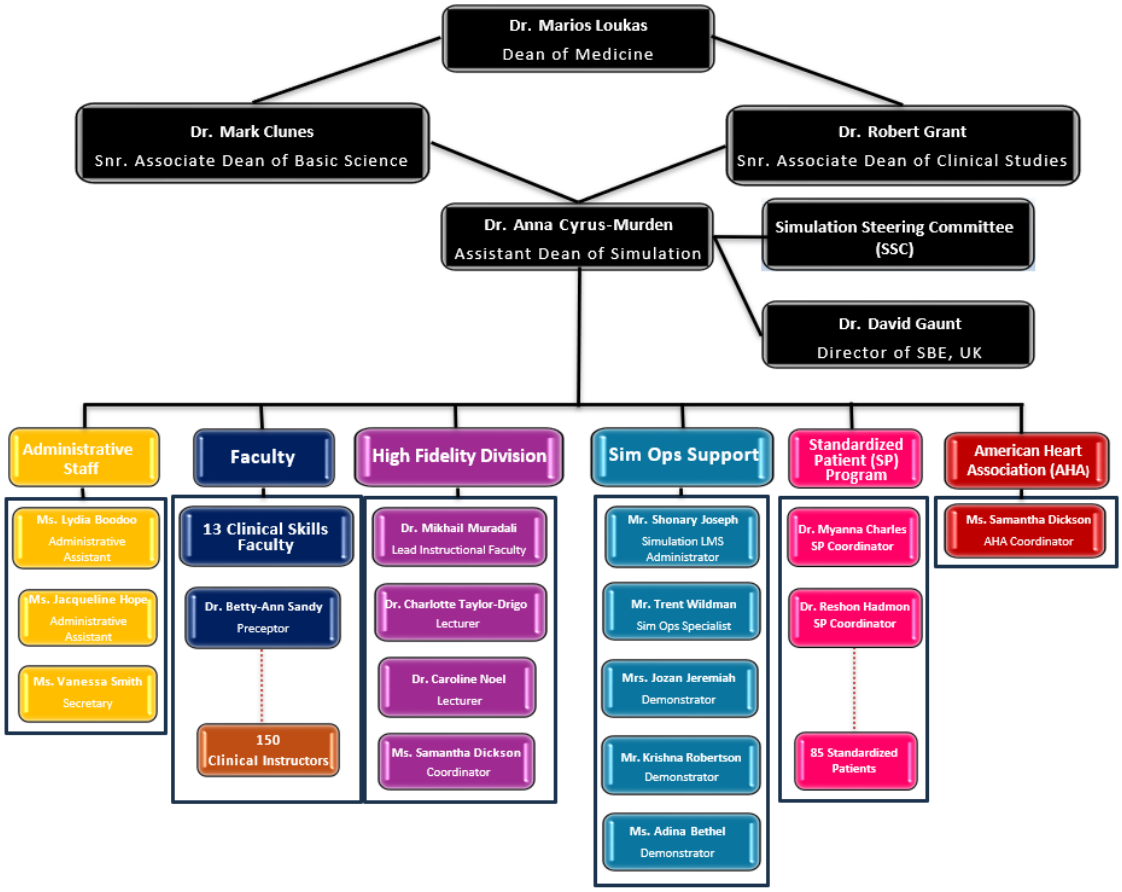

Figure 2: SGUSOM SimC's Governance Structure

The governance structure of SGUSOM SimC includes the following key elements:

6.1 Institutional Oversight

The Simulation Program's activities and budget are subject to review and approval by the Dean of the School of Medicine, in consultation with the Assistant Dean of Simulation and the Senior Associate Deans of Basic Science and Clinical Studies. This process

ensures alignment with the institution's overall strategic priorities and financial resources.

The SGUSOM Simulation Center's program is overseen by the Simulation Steering Committee (SSC), which provides guidance and oversight. The SSC is led by the Assistant Dean of Simulation and includes representatives from the simulation center leadership and faculty. The Assistant Dean of Simulation reports directly to the Senior Associate Dean of Basic Science and the Senior Associate Dean of Clinical Studies.

6.2 The Assistant Dean of Simulation (Simulation Program Director)

The Assistant Dean of Simulation provides strategic and operational leadership for the simulation center, ensuring seamless integration of simulation-based methodologies into the broader educational framework. This role encompasses oversight of daily operations, personnel, and the development of simulation-based educational programs aimed at enhancing experiential learning and skill acquisition.

Moreover, the Assistant Dean of Simulation aligns the Simulation Center's direction with university goals, managing its budget, operations, and staff. Reporting directly to the Senior Associate Deans of Basic Science and Clinical Studies, as well as the Dean of the School of Medicine, the Assistant Dean of Simulation is responsible for the oversight, overall management, and strategic planning of the Simulation Program.

6.3 Simulation Steering Committee (SSC)

This committee is responsible for overseeing the strategic direction, operations, and activities of the simulation center. The committee consists of 11 members, intentionally selected to represent diverse perspectives and areas of expertise:

- Assistant Dean of Simulation (Chair)
- Two faculty representatives from the School of Medicine, Grenada
- One faculty representative from Northumbria (NU)
- One faculty representative from Clinical Studies
- One representative from Research Institute
- One representative from Multicultural Affairs
- One representative from Simulation Operations
- The American Heart Association (AHA) Coordinator or Representative
- Two student representatives

The SSC's roles and responsibilities include:

- **Guide Strategic Direction:** Monitor the SGUSOM SimC's alignment with the university's mission and strategic goals and ensure the program's strategic direction supports these priorities.

- **Provide Expertise:** Offer insights and specialized knowledge to enhance the SGUSOM SimC's operations, program development, and decision-making processes.
- **Review and Approve Policies:** Review and approve policies and procedures specific to the simulation program to ensure compliance, relevance, and effectiveness.
- **Improve Curriculum:** Recommend and implement continuous enhancements to the simulation curriculum and related activities, focusing on quality and innovation.
- **Advocate for Resources:** Ensure the simulation program receives adequate resources and support from the university administration by advocating for necessary funding, staffing, and facilities.

6.4 Director Simulation-Based Education (UK)

The Director of Simulation-Based Education leads the SBE program at SGUSOM UK, reporting to the Assistant Dean of Simulation. The Director is responsible for overseeing the integration of simulation into the curriculum, fostering innovation in pedagogy, and enhancing the educational experience across SGUSOM UK and its affiliated sites. The role ensures the program aligns with accreditation standards, ensures parity, promotes clinical competency, and supports faculty and students in utilizing simulation effectively. The Director collaborates with the Assistant Dean to ensure the program meets SGUSOM's educational goals and emphasizes interprofessional learning.

6.5 Lead Instructional Faculty

This role is responsible for the day-to-day management of all didactic content delivered in the SGUSOM SimC. This role encompasses overseeing the planning, organization, and execution of instructional activities, ensuring that educational content meets the center's objectives and standards. The Lead Instructional Faculty reports to, and supports, the Assistant Dean of Simulation.

6.6 Simulation Coordinator

The Simulation Coordinator oversees the logistics of all simulation-based training and education programs at SGUSOM SimC. This role includes managing the simulation lab, ensuring the proper maintenance and functionality of the facility, and coordinating with faculty and staff to effective execution and delivery.

6.7 Simulation operators/technicians

SGUSOM SimC employs dedicated technical staff who are responsible for the operation and maintenance of the simulation equipment and technology. These include the Simulation Operation specialist, Simulation LMS Administrator, audiovisual

specialists, IT professionals, and simulation technicians who work to create immersive and technically sound simulation experiences.

6.8 Standardized Patients (SP) Coordinators

The Standardized Patients Coordinators are responsible for the recruitment, training, and management of SPs who participate in medical education and assessments. This role involves developing and implementing training programs to ensure SPs can accurately and consistently portray medical conditions. The coordinator also schedules SP sessions, maintains detailed records, and collaborates with faculty to align SP activities with educational objectives. Additionally, the role requires continuous evaluation and feedback to SPs to uphold high standards of performance and professionalism, contributing to the overall quality and effectiveness of the simulation-based learning experiences.

6.9 The American Heart Association (AHA) Coordinator

The SGU AHA International Training Center (ITC) is a division within SGUSOM SimC. The AHA Training Coordinator oversees and ensures the proper administration and quality of all AHA courses [e.g., Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS)] offered by the institution. This individual serves as the principal resource for information, support, and quality control for all AHA instructors aligned with the training center. Key responsibilities include coordinating teaching activities, developing course schedules and instructor training programs, providing course materials, monitoring program initiatives, conducting course and program evaluations, and offering instructor feedback and guidance. The AHA Training Coordinator plays a pivotal role in maintaining the training center's compliance with AHA standards, policies, and procedures, as well as facilitating effective communication between the training center, instructors, and the AHA courses. The AHA Training Coordinator reports to the Assistant Dean of Simulation.

6.10 Administrative Support

The simulation center also has administrative staff who assist with the logistical and organizational aspects of the program, such as scheduling of venues, resource management, and data collection and analysis.

6.11 Simulation Educators

SGUSOM SimC collaborates closely with subject matter experts from various clinical disciplines, including physicians (clinical instructors/facilitators), and other health professionals. These clinical experts provide their expertise to ensure the clinical relevance and fidelity of the simulation scenarios. It is also important to note that all

faculty are MDs, which ensures strong medical expertise and credibility in delivering simulation-based training. Having physicians as faculty is a significant strength to the program.

7. Decision-Making Process:

I. The Assistant Dean of Simulation provides strategic and operational leadership for the SGUSOM SimC.

II. Day-to-day operations are the role of the Lead Instructional Faculty in consultation with, and oversight from, the Assistant Dean of simulation.

III. Budgetary decisions are the responsibility of the Dean of the Medicine, in collaboration with the Associate Deans of Basic Science and Clinical Studies, the Assistant Dean of Simulation, and the Chair(s) of the Department of Clinical Skills.

IV. Decisions regarding equipment purchases and prioritizing projects are the role of the Assistant Dean of Simulation. SGUSOM SimC will give priority to scheduled SOM simulation events.

V. Activities that begin or conclude after normal business hours will be at the discretion of the Assistant Dean of Simulation.

VI. Curriculum content decisions are the responsibility of the Curriculum Committee, Course Directors and Content Managers, in collaboration with the Assistant Dean of Simulation and Chairs.

VII. All course academic scheduling is done via the SGUSOM Scheduling Committee. All other scheduling is coordinated and maintained by the Simulation Coordinator. Resolving scheduling conflicts resolution is the role of the Scheduling Committee, Simulation Coordinator, Lead Instructional Faculty and the Assistant Dean of Simulation.

VIII. Participants' complaints are addressed by the Assistant of Simulation, in conjunction with Course Directors, Chairs, and Dean of Students (when required).

IX. Decisions related to staff actions or behavior are the responsibility of the Department Chair(s), in consultation with the Assistant Dean of Simulation.

X. Immediate oversight of the Standardized Patient (SP) program is delegated to the SP Coordinators who report to the Chair(s) of the Department of Clinical Skills, in collaboration with the Assistant Dean of Simulation. The Chair(s) and the SP Coordinators meet to review calendars, activities and issues that require the Assistant Dean of Simulation's expertise or approval.

XI. The Assistant Dean of Simulation meets with the Simulation Team to review calendars, activities and issues that require the Assistant Dean of Simulation's expertise or approval.

XII. Student grade queries are the responsibility of the Course Directors, in collaboration with the Content Manager(s).

XIII. The Assistant Dean of Simulation serves as the liaison to the Curriculum Committee (CC), providing regular updates on academic matters related to simulation-based education, including curriculum alignment, student performance, and program outcomes. They will ensure simulation activities align with curricular goals, address academic challenges, propose solutions, and collaborate with stakeholders to enhance student learning. Reports will be submitted at least once per semester, with records maintained for transparency and accountability, reinforcing the SGUSOM SimC's commitment to academic excellence.

8. Use of University Brand/Name

Unauthorized use of St. George's University (or its constituents) brand assets, including logos, trademarks, slogans, and other proprietary visual or textual elements, is strictly prohibited. All usage of St. George's University's brand assets must be explicitly authorized prior to its use.

9. General Guidelines for Users

- Permission is required for any photography/videography in the facility. Photographs, videos, or any other forms of media documentation are not permitted without the prior approval of the Dean of the School of Medicine, according to the confidentiality policy of SGUSOM. Any photographs, videos, or other forms of media documentation of the SGUSOM SimC are proprietary to SGU and SGUSOM SimC. Any recording must be done by official SGU personnel only.
- Cell phone use is strictly prohibited in SGUSOM SimC, particularly during active sessions, to ensure a focused and uninterrupted learning environment.
- Turn off and place any cell phone in your carry bag (interferes with electronics in the SGUSOM SimC).
- Utilize the designated lockers/areas where applicable. No personal items, including backpacks, purses, laptops, tablets, outerwear, personal items, books, etc. are allowed in the High-Fidelity Area.

- No pens or markers are allowed in the SGUSOM SimC. Pen ink marks manikins permanently. Therefore, pencils are provided for everyone if needed.
- No food or liquids allowed in SGUSOM SimC. Water must be kept and used in the designated area and not in the bays (including the faculty bays). All gum must be removed prior to entering the lab.
- Smoking and/or vaping is strictly prohibited in any of the SGUSOM SimC areas.
- SGUSOM SimC will not be responsible for the loss of any personal items.
- The participant (i.e., learner and facilitator) may be asked to leave the SGUSOM SimC to procure the appropriate attire.
- Do not use or remove the equipment for any purpose other than specified. Anyone who fails to comply with this request will be asked to leave the Simulation Center.
- All users must act in a manner that does not disturb other academic activities occurring in the lab or building.
- Impaired/intoxicated learners will be prohibited from entering the facility

10. Dress Code

Students, faculty, and staff involved in simulation activities at SGUSOM SimC are expected to present themselves in a manner that reflects the professionalism of healthcare practitioners. Participants must wear attire appropriate to their role, department, and organization, including any necessary protective clothing. The following dress code guidelines must be adhered to:

Students:

- A photo identification badge must be available or worn when engaged in simulation activities.
- Full Scrubs (top and bottom) are permitted.
- Professional dress with white coats.
- T-shirts with slogans or pictures and sleeveless clothing are not allowed.
- Jeans, shorts, miniskirts, and short dresses are not considered professional attire.
- Close-toed shoes only. No open-toed shoes, crocs, sandals, or flip-flops of any kind are allowed.
- Jewelry should be kept to a minimum.
- Headgear (including caps) that is not worn for religious or medical purposes is not allowed.
- Fingernails should be clean and maintained at a reasonable length.

Faculty:

- Faculty must always be professionally attired.
- If using scrubs, can be full scrubs or scrub top with professional bottom, and closed-toe dress shoes
- Close-toed dress shoes only. No open-toed shoes, crocs, sandals, or flip-flops of any kind are allowed
- No sleeveless clothing allowed.
- Jeans, shorts, miniskirts, and short dresses are not considered professional attire.
- Jewelry should be kept to a minimum.
- Headgear (including caps) that is not worn for religious or medical purposes is not allowed.

11. Multicultural Engagement:

Core Principles:

- Diversity is a foundational core value for SGU, and we are committed to ensuring fair and equitable treatment for all races, cultures, creeds, and gender identities.
- SGUSOM SimC strives to ensure diverse representation in our simulation scenarios, SPs, manikins, task trainers, faculty, and staff. Cultural competency training is provided to facilitators, students, and SPs to improve their awareness and understanding of diverse cultural perspectives.
- Our simulation case scenarios and environments are crafted to reflect the diversity of patient populations, fostering an inclusive and respectful atmosphere. SGUSOM SimC aims to ensure that all users feel valued, respected, and supported.
- SGUSOM SimC promotes cultural humility and sensitivity in all aspects of our simulation-based education.
- SGUSOM SimC is committed to creating a psychologically safe learning environment for all participants, including learners, standardized patients, and faculty.
- SGUSOM SimC regularly assess and improve our multicultural efforts through feedback, data collection, and ongoing education.
- SGUSOM SimC upholds the university's principles of diversity, equity, and inclusion. Discrimination based on race, gender, religion, sexual orientation, or any other characteristic is not tolerated. It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. To the extent

applicable, the University prohibits discrimination, including discrimination against persons in the United States on the basis of race, color, national origin, religion, sex, disability, or age. In accordance with Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex in its education programs and activities against a person in the United States, including with respect to admissions and employment. Please use this link https://catalog.sgu.edu/school-of-medicine-clinical-training-student-manual/appendix-p-st-georges-university-nondiscrimination-policy.

12. Use of the SGUSOM SimC

The primary use of SGUSOM SimC is for educational activities for SGUSOM medical students in Terms 1 through 5. Any student enrolled in the current term at SGUSOM SimC can utilize the facility for scheduled academic activities according to the course schedule and academic calendar. Scheduled curricular educational activities have priority, for use of the institute followed by other student activities.

All students using the SGUSOM SimC must have their SGU identification (ID) card with them to verify enrollment in the current semester.

12.1 Minors in the SGUSOM SimC

In keeping with the SGU mission of education and outreach, it is appropriate for persons under the age of 18 to occasionally enter the SGUSOM SimC to participate in educational activities. It is necessary to establish guidelines for the appropriate supervision of minors in the SGUSOM SimC. These guidelines are necessary to protect the minor's health and safety and to prevent harm arising from their exposure to simulation activities that may be traumatic.

- Children under the age of 5 years are not allowed in SGUSOM SimC.
- Individuals under 14 years of age are not allowed access to the SGUSOM SimC unless attending authorized events, such as a school tour or outreach training program. The organization sponsoring the visit must provide adequate adult supervision.
- Visitors must be under direct supervision by the organizing official or their appointed representative. Access to the SGUSOM SimC is granted to individuals aged 14 to 18 years only for authorized events, such as educational purposes or tours, with prior authorization and direct supervision required.

12.2 Non-Participation Observation

- To uphold participants', facilitators'/instructors', and staff members' privacy and maintain a secure and supportive learning environment, observation by individuals is not permitted without the approval from the Assistant Dean of Simulation.
- Observers will be informed of the expectations for a safe and supportive learning environment and asked to agree to keep confidential all information regarding the performance of all participants, discussions, debriefings, and the details of specific scenarios.
- Observers are not permitted to photograph or record events occurring in the SGUSOM SimC.

13. Universal Precautions, Safety and Security

SGUSOM SimC is committed to providing a safe and supportive learning environment. The center's commitment to safety extends beyond physical precautions to include psychological safety, recognizing that simulations can sometimes be emotionally challenging or stressful for participants. By implementing comprehensive safety protocols and fostering an atmosphere of trust and support, the SGUSOM SimC aims to create a secure environment where learners can engage fully in educational experiences without undue concern for their well-being.

All faculty/students will be trained regarding bloodborne pathogens in accordance with the requirements of the Occupational Health & Safety Administration (OSHA) on Universal Precautions. They will learn correct methods of handling blood, tissues and bodily fluids as well as dealing with the management of communicable diseases.

13.1 Physical Safety

General precautions to ensure physical safety include:

- Proper hand hygiene is mandatory. The use of soap and water or hand sanitizing solution is required.
- The use of personal protective equipment (e.g., gloves, gowns, etc.). Gloves are available for use.
- Safe handling of potentially contaminated equipment or surfaces in the patient environment.
- Proper respiratory hygiene/cough etiquette.

Specifically, faculty, staff, and students must note that:

- Use appropriate care with all *"sharps"* to minimize risk of injury.
- Dispose of all "sharps" promptly and appropriately after use in the designated puncture-resistant containers.
- SGUSOM SimC equipment for procedures is not intended for human use.
- Food and drink are not permitted at any time in the simulation spaces. If food and drink have been approved for a purpose (e.g., a medical condition), it will be placed in a designated area.
- The SGUSOM SimC is NOT a latex free facility. If you have a latex allergy, please notify the SGUSOM SimC staff immediately. We will provide you with non-latex gloves.
- The defibrillators are live and should be handled appropriately. Participants will be informed of this during the briefing session.
- No equipment, materials or medication from the code cart should be removed from the SGUSOM SimC and should never enter a patient care space.
- SGUSOM SimC is not a patient care facility, therefore all code carts, respiratory boxes, and other clinical equipment will be marked "FOR SIMULATION USE ONLY".
- Any participant (whether a learner or SGUSOM SimC personnel) who sustains an injury, must promptly report it to the SGUSOM SimC facilitator or staff member. If required, SGU University Hospital Services (UHS) will be informed. An incident report will be filed and forwarded to the Assistant Dean of Simulation. All facilitators and students are educated on, and expected to follow, OSHA guidelines.
- Any damaged or potentially hazardous equipment should be reported to an SGUSOM SimC facilitator or staff member, who will attempt to rectify the issue. If the problem cannot be resolved, the Simulation LMS Administrator or SimOps Specialist (or any other relevant person) will be informed to address the issue. If the matter remains unresolved, the incident will be reported to the Assistant Dean of Simulation.
- Individuals accessing SGUSOM SimC should not transport or lift heavy simulation equipment.
- SGU's Department of Public Safety and Security (DPSS) is responsible for the safety and security of all users of SGU. Facilities such as (and not limited to) electronic key cards, video surveillance and foot patrols are used.

- SGUSOM SimC is not a patient care environment and does not stock the necessary equipment to handle medical emergencies that could potentially occur. In the event of a medical emergency, the SGUSOM SimC faculty staff will request emergency medical services by contacting the SGU UHS.
- The SGUSOM SimC follows the fire safety protocols of SGU.

13.2 Exposure

If a learner experiences a needlestick or other sharps injury or is exposed to blood or other body fluids, he/she should follow these steps as indicated:

- Remove contaminated clothing.
- Immediately irrigate potentially contaminated eyes with clean water, saline, or sterile irrigants for 15 minutes.
- Immediately flush splashes to the nose, mouth, or skin with running water.
- Vigorously wash needlesticks and cuts with soap and water for one minute with antibacterial soap.
- Notify the lead faculty or Simulation Coordinator.
- Seek immediate medical evaluation at University Health Services.
- If the learner prefers, he/she may seek an evaluation from their personal healthcare provider.

13.3 Psychological Safety

General precautions to ensure psychological safety include:

- All participants receive a comprehensive pre-simulation briefing, emphasizing the learning-focused nature of the session, and not an evaluation of their worth as individuals.
- Clear guidelines are established for respectful behavior and confidentiality are established and communicated to all involved parties.
- Simulation scenarios are carefully designed with consideration for potential triggers, and appropriate warnings are provided when sensitive content is included.
- Structured debriefing sessions are conducted after each simulation, providing a safe space for reflection and feedback. Our learners' psychological safety is protected by the Advocacy-Inquiry (AI) debriefing technique used in our institute.
- Post-simulation counseling services are made available to participants who may require additional support.
- Participants are asked to report any incident(s), such as emotionally intense sessions, that may compromise their psychological safety. Learners are

encouraged to contact faculty and/or the psychological services (PSC) on campus as needed. The PSC is found on the top floor of Campeche Hall. Comprehensive services are available to all SGU students and employees. For more information, please visit https://myuniversity.sgu.edu/pages/psc.

SGU's Department of Public Safety (DPS) has protocols for various emergencies:

- Safety Patrol can be dispatched as needed.
- DPS can coordinate transportation to the clinic and/or the Grenada General Hospital.
- Other support services can be contacted if the need arises.

13.4 Security at SGUSOM

The SGUSOM SimC is patrolled by SGU's Department of Public Safety (DPS) seven days a week for twenty-four hours a day. Please visit https://www.sgu.edu/student-experience/emergency-contacts/. If security personnel are needed at the SGUSOM SimC, the lead Faculty or Staff will call to request the presence of security officer(s) or report an incident. All security incidents are to be immediately reported to the Assistant Dean of Simulation.

The doors to the facility are automatically locked at 5pm each day and reopened at 7:30am. The facility doors will remain open after hours, when required.

On-Campus Emergency Protocol

1. Call Campus Security for all emergencies (medical, criminal, safety). They can get you help right away – on campus or off campus.
2. For Emergencies, DIAL: 777 from any SGU line or any Grenadian cell phone.
3. For Non-emergencies DIAL (473) 444-3898. Family members off-island, in an emergency please dial a 1 before the number and security can assist you.
4. If you are the victim of a crime, call the local police at 911 or direct (473) 444-4454/1535-1537
5. Always also notify Call Campus Security – EMERGENCY LINE DIAL: 777

13.5 Medical Emergencies

It is important to note that the SGUSOM SimC does not perform patient care within its premises, nor does it allow the removal of the simulation equipment, and there is a separation between its operations and actual patient care. The

safety of its users is paramount, and in the case of emergencies, all protocols must be adhered to in order to ensure a favorable outcome.

In the event a medical emergency (or psychological condition) occurs at SGUSOM SimC, the lead faculty or supervising simulation staff member will immediately call DPS, University Health Services (UHS), and/or the Psychological Services Center (PSC). Following evaluation and stabilization of the patient, all injuries and illnesses should be immediately reported to the Assistant Dean of Simulation.

SGUSOM SimC is equipped with first aid resources to provide immediate assistance to the patient. In the event that the patient requires urgent medical attention, SGUSOM SimC personnel will provide assistance within their scope of capabilities until the patient can be transferred to emergency medical services for continued care.

14. Confidentiality and FERPA

SGUSOM SimC regulates access to and release of a student's records in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA). Individual student records are confidential. SGU requires that all employees comply with U.S. Federal Laws. FERPA is a United States Federal law designed to protect the privacy of student education records. All employees of SGU are required to comply with FERPA.

14.1 Confidentiality Briefing Process

As part of the briefing process, the participants will:

- Be informed of the elements for creating a safe and supportive learning environment.
- Agree to a confidentiality statement in which they commit to maintaining and upholding all information regarding the performance of all participants, discussions and debriefings that occur during the session or course.

14.2 Policy for Video Recording and Photography

- Every room in the SGUSOM SimC is connected to the video monitoring system. The cameras are active 24/7 and rooms can be monitored remotely by SGUSOM SimC staff. A sign is posted at the entrance of the SGUSOM SimC to inform those who enter that the facility is being monitored. Clinical Skills Examinations (CSEs), such as OSCEs, administered to medical students are also recorded. The video is retained as part of the student's academic record.

- Photographs, videos, or other forms of media documentation are not permitted without permission from the Assistant Dean of Simulation.
- Recorded material will be used for educational purposes only, including review and grading.
- Simulation participants must provide written consent to video recording of the simulation sessions. The video may be played back to all participants during the debriefing of the simulation.

Facilitators/Instructors will be:

- Informed of the Confidentiality Policy. This policy sets the expectations for a safe and supportive learning environment. Participants will be asked to agree to a confidentiality statement that they will maintain and hold confidential all information regarding the performance of all participants, discussions, and debriefings that occur during the course, and the details of specific scenarios.
- Briefed on video recording practices and the information security procedures of SGUSOM SimC.
- The video may be played back to all participants during the debriefing of the simulation.
- Video may also be used for research, with the requisite approval and the Institutional Review Board.
- Still images may be used for promotional, education, research and administrative purposes including posters, brochures, websites, and PowerPoint presentations with the prior requisite approval.

14.3 Data Security

The SGUSOM SimC must adhere to the Information Security Procedures of SGU. University-held information will be protected against unauthorized exposure, tampering, loss, and destruction and to ensure information is accessible when needed.

The data stored and processed in the system includes:

- Formative and summative session recordings
- Examination content, including question banks
- Faculty and SP Checklists

Video Confidentiality is maintained as follows:

- All SGUSOM students sign a student attestation
- All SGUSOM students are required to sign into the SimCapture prior to each simulation session. This consent authorizes the use of recording materials for educational, as well as other purposes, e.g., faculty evaluations and grading.
- All Learning Management Systems data (e.g., SimCapture) are password-protected, and the administrative privileges are restricted based on the needs of the individual.
- All grades shared through email with restricted access and/or password protected, with the password sent in a separate email.
- All research data is in accordance with IRB regulations, which ensure that any personal identification data is removed prior to the distribution of data.
- All printed documents are kept confidential until they are disposed of by shredding or incinerating.
- SGU reserves the right to retain and use video recordings and media for purposes including, but not limited to, education, clinical improvement, research, scientific, public relations, advertisement, promotional and/or fund raising.
- The Simulation Learning Management System (LMS) Administrator controls the level of access to the recording software. All access to recordings and system data is done through a Secure Sign On (SSO) process that requires their individual active SGU credentials. The Simulation LMS Administrator grants the level of access approved by the Assistant Dean of Simulation.

14.4 Video Retention and Deletion

SGU reserves the right to retain and use video recordings and media for purposes including, but not limited to, education, clinical improvement, research, scientific analysis, public relations, advertisement, promotional and/or fundraising. Recordings and associated materials are maintained in the SimCapture system.

Student recordings—including those used for grading in curricular sessions and practical exams—are retained in accordance with the learner's academic timeline and are deleted no later than two years following the learner's graduation or separation from the institution.

To ensure compliance with institutional data management policies and storage efficiency, the Simulation LMS Administrator will conduct an annual review of all

recorded materials each July. As a secondary safeguard, any simulation session files that are six years or older will be purged, regardless of the learner's academic status, to prevent indefinite storage.

Vendors

Vendors that provide remote or on-site support must complete the "Protected University Information Agreement." This agreement must be signed by an appropriate representative of any external organization before any member of that organization can gain access to the University Computer systems that contain Protected University Information.

15. Description of Facility

The SGUSOM SimC is a state-of-the-art facility dedicated to providing hands-on training experiences for students and healthcare professionals alike. With meticulously designed spaces and cutting-edge technology, the center offers a dynamic environment where learners can refine their clinical competencies, enhance their decision-making abilities, and cultivate confidence in various medical procedures. Committed to excellence in medical education, the SGU simulation center serves as a vital resource for advancing healthcare training and ultimately improving patient outcomes. This integral facility comprises two essential components:

i. **An 84-room Clinical Skills Lab**

- The Clinical Skills Rooms at SGU are designed to replicate real-world clinical settings, offering learners a supportive environment to enhance their practical skills and clinical expertise. These versatile spaces are strategically configured to optimize the educational experience for educators and learners alike. Each B-Line Room is tailored to accommodate various teaching methods and group sizes, promoting collaboration and interaction among participants.
- Equipped with advanced audiovisual technology like SimCapture and interactive InFocus Boards, these rooms enable dynamic presentations and multimedia engagement. SimCapture integrates seamlessly with simulation equipment, capturing high-quality video, audio, and data during scenarios in real-time. This capability supports detailed assessment and feedback on learner performance, enhancing educational outcomes through visual aids and interactive simulations.

- Comfortable seating, ample workspace, and essential utilities such as power outlets and internet connectivity ensure a productive learning environment for extended sessions. The rooms also feature hybrid training options that combine standardized patients with manikins, offering a realistic training experience for diverse clinical scenarios.
- Furthermore, each room includes a dedicated station for the facilitating physician, a computer terminal near the entrance, and an intercom system for enhanced communication. A variety of medical props are available to simulate comprehensive patient encounters, enriching the learning experience with practical, hands-on training.
- Our program includes integrated training sessions that blend interactions with standardized patients and manikins. This approach provides students with a more realistic and dynamic learning environment, enhancing their readiness for real-life clinical scenarios.
- Each room features a designated station for the facilitating physician, along with a computer terminal conveniently located at the entrance. Moreover, an intercom system within the room enhances communication capabilities.
- Every room is equipped with a variety of medical props specifically designed for simulating patient encounters. These resources ensure a thorough and immersive simulation experience for learners.

ii. A 22-bay High-Fidelity Division

- The facility boasts 22 high-fidelity simulation bays, each featuring state-of-the-art medical simulation technology. These bays replicate a variety of clinical environments such as emergency rooms, operating rooms, labor and delivery suites, intensive care units, and outpatient clinics.
- Each bay embodies cutting-edge innovation, providing an immersive environment for medical training. A notable feature is the Instructor's Bay, equipped with a one-way mirror and interactive technology that allows instructors to discreetly observe and guide simulation sessions. This setup enables real-time feedback and debriefing, enhancing the learning experience. Instructors can manipulate simulators, adjust vital signs, and introduce unexpected events to challenge trainees' decision-making skills, communicating via intercom systems during simulations.

- The facility houses high-fidelity patient simulators that accurately replicate human physiology and dynamically respond to trainees' interventions. These simulators cover a wide range of medical conditions, from routine to rare and critical scenarios. Instructors control vital signs and responses to simulate realistic medical situations. Each Simulation Bay also includes essential equipment like the InFocus Board for multimedia presentations, and a comprehensive headwall with medical gases and electrical outlets ensures seamless access during exercises.
- Fully stocked with medical equipment and supplies found in clinical settings – defibrillators, ventilators, IV pumps, surgical instruments, and monitors – the high-fidelity bays enable realistic practice and skill development. For emergencies, a fully equipped crash cart ensures swift response and intervention. This setup supports learners in developing essential clinical competencies and teamwork skills in a realistic and supportive environment.
- Advanced audiovisual technology, including cameras, microphones, and monitors in each simulation bay, allows instructors to observe trainees in real-time from a control room. Recordings of simulations aid in debriefing sessions and performance evaluations.
- The control room serves as the nerve center of the simulation center, where instructors oversee and manage multiple simulations simultaneously.

Instructor Workspace:
This space encompasses work cubicles, a kitchen area, and a bathroom, providing essential facilitators/instructors.

Storage Lockers:
Personal items, including backpacks, purses, laptops, tablets, phones, etc., are not allowed in the SGUSOM SimC facility. Participants must utilize lockers to securely store their personal belongings while participating in activities at the SGUSOM Simulation Center (SimC). SGUSOM SimC is not responsible for any loss or damage to personal property.

15.1 Types of Simulation Equipment and Resources

Our Simulation Center is equipped with a comprehensive range of simulation equipment and resources, including:

1) **Simulation Center Infrastructure:** Dedicated simulation suites (Clinical Skills Labs and High-Fidelity Division) designed to replicate clinical environments. SGUSOM SimC has a total of 84 Clinical Skills Labs and 22 High-Fidelity Bays.
2) **Faculty:** Faculty expertise is an important resource for SGUSOM SimC. The faculty members are qualified healthcare professionals, including physicians and nurses, who have received specialized training in simulation instruction provided by the SGUSOM Simulation Center team. Their expertise ensures that simulation-based educational activities are designed and integrated into the curriculum effectively, providing learners with realistic and valuable learning experiences. By leveraging the faculty's expertise, the simulation center can deliver high-quality, evidence-based simulation education that supports the overall mission of the medical school. Additionally, simulation technicians and IT support staff maintain equipment and provide technical assistance.
3) **Standardized Patients (SPs):** SGUSOM SimC SPs are trained by Standardized Patient Coordinators to portray various medical conditions and scenarios, ensuring immersive, realistic and engaging experiences for learners.
4) **High-Fidelity Human Patient Simulators (HPS):** SGUSOM SimC has various HPSs from various manufacturers, each designed to mimic specific patient scenarios (e.g. Laerdal SimMan 3G Plus, Gaumard HAL S3201, etc.).
5) **Low-Fidelity Simulators:** These simulators serve as cost-effective and easily accessible tools for learners to practice fundamental medical skills. These simulators are particularly useful for introductory training, allowing students to familiarize themselves with procedures, equipment, and basic techniques before moving on to more complex simulations. These include task-trainers, CPR Training Manikins, anatomical models, etc.
    - **Task Trainers:** SGUSOM SimC has a variety of task trainers focused on specific skills, such as IV Cannulation, venipuncture, suturing, intubation, or urinary catheterization.
6) **Anatomical Models:** SGUSOM SimC has a range of anatomical models (e.g., breast, pelvic and prostrate), including detailed, realistic models of human anatomy.

7) **Simulation Software:** SGUSOM SimC utilizes specialized software to control and manage our simulation equipment, ensuring seamless integration and efficient use. We also use a range of software platforms for creating and delivering computer-based simulations, including interactive case studies, ECG interpretation, and virtual patients.
8) **Ultrasound Machines:** These are essential in medical simulation, allowing students to practice point-of-care imaging, including image acquisition and interpretation, in a controlled environment. This hands-on experience enhances their diagnostic skills and prepares them for real-world clinical applications.
9) **Simulation Control Rooms:** SGUSOM SimC has dedicated control rooms for monitoring, audiovisual mixing and playback capabilities, as well as providing feedback to learners.
10) **Audiovisual Equipment:** SGUSOM SimC high-definition audiovisual equipment for recording and streaming simulations, as well as for providing real-time feedback to learners via SimCapture. Debriefing rooms with large displays and videoconferencing capabilities.
11) **Simulation-Based Assessment Tools:** Our assessment tools include simulation-based evaluations, which evaluate learners' technical and non-technical skills in a simulated environment.
12) **Simulation-based Training Programs:** Our simulation center hosts academic didactic activities for academic courses, basic and advanced life support courses (e.g. BLS, ACLS, PALS), interprofessional simulation-based team training, and specialty-specific simulation training.

15.2 SGUSOM SimC Utilization Opportunities

1) Medical interviews simulation (using SPs)
2) Physical examination skills simulation (using SPs, HPs, and Anatomical models)
3) Clinical Skills practice lab (using SPs, HPSs, Task Trainers, or Anatomical models)
4) Skills and procedure training and testing
5) Communication Skills Simulations
6) Interprofessional Education Simulation
7) Health Promotion, Wellness and Professionalism Sessions (HPWPs)
8) DEI Education simulation
9) Case Discussions (course-specific)
10) Formative and summative evaluations
11) Equipment loaning for use outside the Simulation Center (faculty only)

15.3 Services available at SGUSOM SimC:

1) **Simulated medical interviews (basic and advanced)**

Anger
Anxiety
Cancer
Cardiology
Communicating bad news
Couples and families
Death and dying
Depression
Endocrinology
Female Reproductive
Gastroenterology
Gender Identity
General Appearance & Vital Signs
Grief
Head, Ears, Eyes, Nose & Throat (HEENT)
Health Education
Laboratory Interpretation
Medical Interviewing
Men's health
Nephrology
Neurology
Patient Notes Writing
Pediatric/Adolescent medicine
Peripheral Vascular
Professional ethics
Psychiatry
Public health
Pulmonology
Radiology
Rheumatology
Substance Abuse & Dependence
Weight Loss
Women's health

2) **Simulated physical examinations (basic and advanced)**

Abdominal
Cardiology
Female Reproductive & Breasts
General Appearance & Vital Signs
Genitourinary
Head, Ears, Eyes, Nose & Throat (HEENT)
Male Reproductive
Mental Status Examination
Musculoskeletal
Nephrology
Neurology
Pediatric/Adolescent
Peripheral Vascular
Pulmonology

3) **Skill and procedure training**

Airway management
ECG interpretation
Foley catheters
Injection training (SQ, IM, IV)
Cervical Swabs
PAP Smears
IV placement
NG tube placement
Ultrasound
Suturing

4) On-site training programs

Standardized Patient Training
Human Patient Simulator Training
AHA Basic Life Support (BLS) or Heartsaver
AHA Advanced Cardiac Life Support (ACLS)
AHA Pediatric Advanced Life Support (PALS)
Simulation Faculty Development

15.4 Use of SGUSOM SimC Facility or Equipment

Request for use of the SGUSOM SimC or any of its equipment or services should be initiated via the SGUSOM SimC Facility and Equipment Request Form *(see Appendix_5)* and submitted to the Simulation Coordinator within 5 working or business days of intended use. SGUSOM SimC will not honor any schedule request unless completed through this process.

16. Human Resources

16.1 Organizational Chart

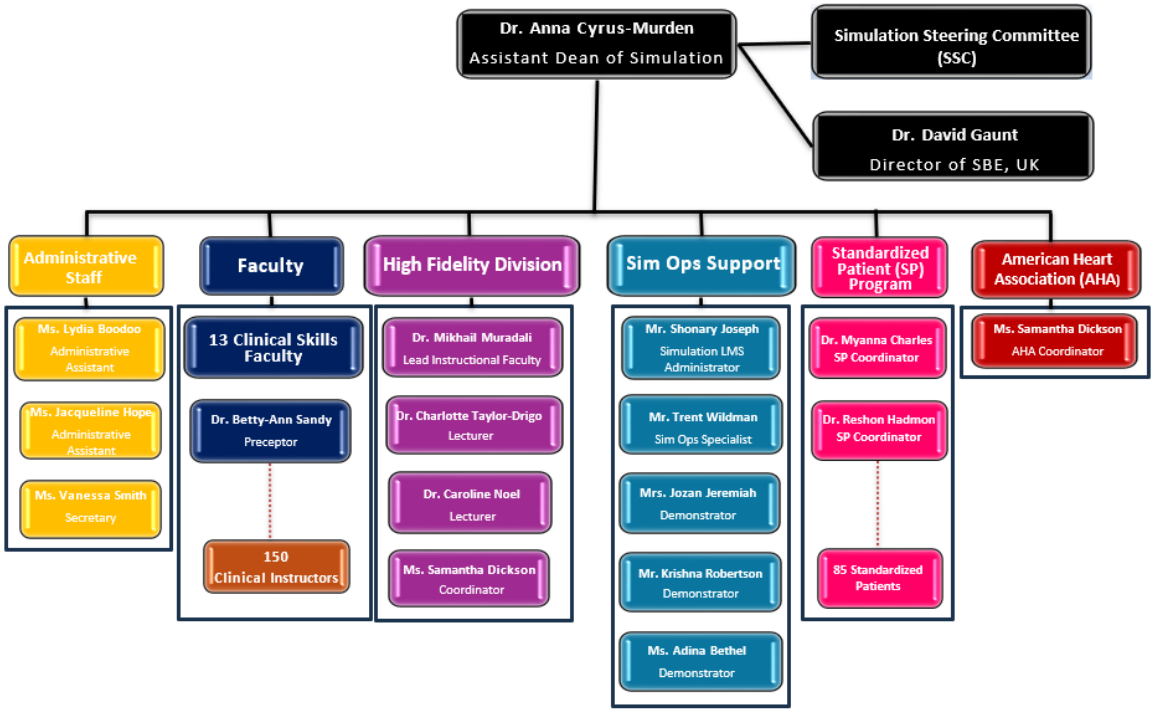

Figure 3: SGUSOM Organizational Structure

16.2 Job Description of Program Staff

1. **Assistant Dean of Simulation:**
    - **Job Summary:** The Assistant Dean of Simulation is responsible for directing and overseeing all strategic direction, organizing, operations, and administration of all facets of operations, ensuring that all simulation activities align with the program's mission and vision.
    - **Key Responsibilities:**
        - Provide overall leadership and vision for the simulation center
        - Develop and implement strategic plans for the SGUSOM SimC
        - Works closely with the Senior Associate Deans of Basic Sciences and Clinical Studies, as well as the Dean of the School of Medicine, to ensure the simulation and technology curriculum supports the clinical curriculum
        - Manage and supervise staff, including educators, debriefing facilitators, and operations personnel
        - Collaborate with faculty to develop and implement simulation-based curricula
        - Collaborate with relevant colleagues to develop student learning objectives, learning outcome metrics, and student evaluation tools for all simulated clinical learning activities
        - Evaluates education and training needs, implements and evaluates simulation activities, and oversees programs.
        - Ensures that simulated learning activities are evidence-based, consistent with best clinical and simulation practices, clinical syllabi objectives, accreditation, and certification standards.
        - Ensure compliance with accreditation standards and regulatory requirements
        - Mentors and supervises all stakeholders, as indicated.
        - Develop and manage budgets for the Simulation Center
        - Foster partnerships with external organizations and stakeholders
        - Provide leadership and support for simulation-based research and innovation
        - Participate in the scheduling of simulation activities (in collaboration with SGUSOM scheduling Committee)
    - **Qualifications:**
        - MD/DO degree (or its equivalent) with postgraduate qualifications (e.g., MPH, PhD).
        - Advanced degree in medical education or public health (or its equivalent).

- Minimum 5 years of experience in simulation-based education.
- Current AHA instructor certification in relevant courses
- Excellent leadership and management skills
- Excellent communication and interpersonal skills

2. **Director of Simulation-Based Education (UK)**
   - **Job Summary:** The Director of Simulation-Based Education oversees the development, implementation, and integration of simulation-based medical education across SGUSOM UK and its affiliated sites. The role supports curriculum alignment with accreditation standards, ensures parity, promotes innovation, and enhances student learning, faculty development, and patient safety.
   - **Key Responsibilities:**
     - Provide strategic leadership for the SBE program in alignment with SGUSOM's mission and goals.
     - Collaborate with the Assistant Dean of Simulation to shape the SBE vision and interprofessional initiatives.
     - Develop and implement simulation scenarios that address key clinical competencies.
     - Support and train faculty in simulation design, facilitation, and evaluation.
     - Standardize and integrate simulation-based curricula across SGUSOM UK-affiliated sites.
     - Monitor program effectiveness using data-driven metrics and continuous quality improvement.
     - Maintain compliance with accreditation standards and participate in accreditation activities.
     - Support research in simulation-based education and stay current with technological advances.
     - Manage simulation operations including budgeting, resource allocation, and reporting.
     - Submit recommendations and reports to institutional leadership as required.
   - **Qualifications:**
     - MD/DO degree (or its equivalent) with postgraduate qualifications (e.g., MPH, PhD).
     - Proven experience in simulation-based medical education program development and leadership.

- Strong knowledge of simulation technologies, methodologies, and best practices.
- Excellence in teaching, curriculum design, and program evaluation.
- Excellent communication, leadership, and organizational skills.

3. **Job Title: Lead Instructional Faculty**
   - **Job Summary:** The Lead Instructional Faculty is responsible for the design, development, and delivery of simulation-based educational activities.
   - **Key Responsibilities:**
     - Provide administrative support to the Assistant Dean of Simulation
     - Develop simulation-based curricula and facilitator guides
     - Design and deliver simulation-based educational sessions/scenarios.
     - Providing training and support to simulation faculty
     - Collaborate with faculty and staff to develop and deliver simulation-based education
     - Evaluating the effectiveness of simulation activities and making improvements
     - Assist with simulation program administration and logistics
   - **Qualifications:**
     - MD/DO degree (or its equivalent)
     - Minimum 3 years of experience in clinical medicine and/or medical/simulation-based education
     - Current AHA instructor certification in relevant courses
     - Strong leadership, facilitation and debriefing skills
     - Excellent communication and interpersonal skills

4. **Simulation Center Coordinator:**
   - **Job Summary:** The Simulation Coordinator is responsible for coordinating simulation activities, scheduling, and logistics.
   - **Key Responsibilities:**
     - Provide administrative support to the Assistant Dean of Simulation and Lead Instructional Faculty
     - Manage day-to-day operations of the simulation center
     - Coordinate logistics for simulation events, including equipment, supplies, and personnel
     - Maintain inventory of simulation equipment and supplies
     - Assist with data collection and reporting for the simulation program

- Maintaining records and generating reports related to center operations
- Collaborate with faculty and staff to develop and deliver simulation-based education

- **Qualifications:**
  - Bachelor's degree in a relevant field,
  - Minimum 3 years of experience in a healthcare and/or education setting
  - Current AHA instructor certification in relevant courses
  - Strong organizational and communication skills
  - Proficiency in relevant software and databases
  - Experience in simulation coordination
  - Excellent organizational and communication skills

5. **Simulation Faculty/Facilitators**
   - SGUSOM SimC has access to 150 physician facilitators (Clinical Instructors) and Senior Faculty.
   - **Job Summary:** Simulation Faculty are responsible for facilitating simulation-based educational activities.
   - **Key responsibilities:**
     - Participate in the design and development of simulation scenarios
     - Deliver simulation sessions and providing feedback to learners
   - **Qualifications:**
     - MD/DO, RN, or other healthcare professional degree
     - Minimum 2 years of experience in medical/simulation-based education or clinical practice
     - Current AHA BLS instructor certification in relevant courses
     - Strong facilitation and debriefing skills
     - Commitment to ongoing professional development in healthcare simulation
     - Excellent communication skills

6. **Simulation Operation Specialist/Support:**
   - SGUSOM SimC has five (5) dedicated Simulation Technicians (including a Simulation Operations Specialist) who are Demonstrators and one (1) dedicated Audiovisual (AV) Technician. SGUSOM SimC also works closely with Information Technology (IT) and AV departments within SGU.

- **Job Summary:** The Simulation Specialist is responsible for operating and maintaining simulation equipment, setting up scenarios, and providing technical support for simulation activities.
- **Key Responsibilities:**
  - Operate and maintain simulation equipment
  - Setting up and maintaining simulation equipment and technology
  - Providing technical support during simulation activities
  - Troubleshooting issues and ensuring the smooth functioning of the center
  - Collaborating with IT staff to maintain the center's technology infrastructure
  - Collaborate with faculty and staff to develop and deliver simulation-based education
- **Qualifications:**
  - Bachelor's degree in a technical field
  - Minimum 2 years of experience in medical/healthcare simulation or a related field
  - Current AHA BLS instructor certification in relevant courses
  - Strong technical skills and knowledge of simulation equipment and software
  - Ability to work independently and as part of a team
  - Excellent communication and customer service skills

7. **Simulation LMS Administrator**
   - **Job Summary:** The Simulation LMS Administrator is responsible for managing SGUSOM SimC's simulation software platforms (e.g., SimCapture & ExamSoft).
   - **Key Responsibilities:**
     - Configuring and maintaining the center's simulation software platforms (e.g., SimCapture & ExamSoft).
     - Providing training and support to users
     - Generating reports and analyzing data related to learner performance and outcomes
     - Collaborating with IT staff to ensure the system's security and reliability
     - Collaborate with faculty and staff to develop and deliver simulation-based education

- **Qualifications:**
  - Bachelor's degree in a technical field
  - Minimum 2 years of experience with learner management systems or educational technology
  - Current AHA BLS instructor certification in relevant courses
  - Strong technical skills and knowledge of simulation equipment and software
  - Ability to work independently and as part of a team
  - Excellent communication and customer service skills

8. **AHA Coordinator**
   - SGUSOM SimC has one (1) dedicated AHA Coordinator.
   - **Job Summary:** The AHA Coordinator is responsible for managing SGUSOM SimC's American Heart Association training programs.
   - **Key Responsibilities:**
     - Scheduling and coordinating AHA courses
     - Ensuring compliance with AHA standards and requirements
     - Maintaining records and generating reports related to course completion and instructor certification
     - Collaborating with AHA regional offices and other stakeholders
   - **Qualifications:**
     - Bachelor's degree in a related field
     - Minimum 3 years of experience in AHA training or a related field
     - Current AHA instructor certification in relevant courses
     - Strong organizational and communication skills

16.3 Policy for the Orientation of New Program Staff

The Simulation Program at SGU has a comprehensive orientation process for new Simulation Program staff. This process includes:

1. **Departmental Orientation:** New simulation staff receive a department-level orientation to simulation, which covers essential aspects such as simulation Policies and procedures, supply and equipment usage and storage, and simulation center program manual.
2. **Course-Specific Orientation:** A more specific course-level simulation orientation is provided individually tailored to each Simulation Educator based on their role within their respective course. Course Directors and Content Managers facilitate this course-specific orientation.

3. **Training:** New facilitators/instructors must attend an initial simulation training course *(see Appendix_6)*.
4. **Student Orientation:** Students receive orientation to the Simulation Program prior to their Simulation Lab experience. This orientation includes, but is not limited to, the SGUSOM SimC Policies and Procedure Manual *(see Appendix_2)*, Introduction to Simulation handout *(see Appendix_7)*, confidentiality expectations, and a tour of the simulation facility (including equipment, manikins, and supplies).
5. **Peer Observation:** New facilitators must observe a session before being scheduled to independently facilitate, as well as shadow experienced staff during simulation sessions to learn best practices.
6. **Feedback from Stakeholders:** New members will be observed while facilitating their first session and receive direct feedback. They will meet regularly with the Lead Instructional Faculty and the Assistant Dean of Simulation for one-on-one guidance and feedback.

16.4 Continuous Professional Development

SGUSOM SimC is committed to the ongoing professional development of its faculty and staff. All instructors and staff involved in the delivery of simulation-based training are encouraged to participate in regular professional development activities to maintain and enhance their simulation facilitation skills. This includes:

- Attending internal professional development activities on best practices in simulation-based education, debriefing techniques, scenario design, and the use of simulation technology.
- Participating in external simulation-focused conferences, courses, and workshops to stay up to date on the latest innovations and research in healthcare simulation.
- Engaging in peer-to-peer learning and mentorship opportunities with experienced simulation educators.
- Pursuing formal certification in healthcare simulation, such as the Certified Healthcare Simulation Educator (CHSE) credential.

16.5 Budget Process

The simulation program has a well-defined budget process overseen by the Dean of the School of Medicine. The budget process begins with the Assistant Dean of Simulation, who works closely with the clinical skills department and the Simulation Steering Committee (SSC) to develop a comprehensive budget proposal for the upcoming fiscal year. The annual operating budget is developed through a collaborative effort between the Dean of the School of Medicine, the Senior Associate Deans of Basic Science and Clinical Studies, Chairs of the Department, and the Assistant Dean of Simulation, considering facility needs, equipment maintenance, consumable supplies, and staffing needs. Capital expenditures for major equipment purchases or facility upgrades are planned through a separate capital budget process, with funding sources identified from institutional allocations.

Once the budget proposal is prepared, it is submitted to the Dean of the School of Medicine for review and approval. The Dean of the School of Medicine evaluates the proposal to ensure that it aligns with the institution's overall financial goals and priorities. Once approved, the Assistant Dean of Simulation works with the office of the Dean of the School of Medicine to monitor the program's expenditures and ensure that they remain within the approved budget.

The SGUSOM SimC is financed by SGU through an approved annual budget, which spans from July 1st to June 30th of the following year. Payroll and benefits for faculty and staff are administered through SGU.

17. Compliance and Quality Management Process

The SGUSOM Simulation Center (SimC) is dedicated to maintaining the highest standards of quality in its simulation-based education programs. To ensure consistency, compliance, and alignment with relevant policies, regulations, and best practices, the following quality assurance and quality control processes have been established:

- **Curriculum Review:** SGUSOM SimC conducts an annual review of all simulation-based curricula to ensure alignment with current objectives and training needs. This review is led by the Simulation Steering Committee (SSC) with input from stakeholders. Phase reviews by the Curriculum Committee (CC) and departmental reviews overseen by the Senior Associate Dean of Basic Sciences further uphold educational standards and best practices.

- **Session Audits:** SGUSOM SimC leadership audits individual simulation sessions at least once annually to ensure adherence to approved course curricula and to evaluate instructor effectiveness. An instructor evaluation form will be completed for each audited session.
- **Continuous Training:** SGUSOM SimC provides resources, systems, and regular training opportunities to ensure continuous improvement. Training is conducted at the start of each term and as needed based on emerging requirements.
- **Refresher Training:** All SGUSOM SimC personnel must attend a refresher training session upon joining the program and periodically thereafter to maintain up-to-date skills.
- **Global Standards Compliance:** SGUSOM SimC is committed to maintaining global standards in quality control, education, training, and related services.
- **Equipment Maintenance:** A preventive maintenance program is in place for all simulation equipment and facilities. Regular inspections and calibrations are conducted to ensure functionality and safety.
- **Data Management:** SGUSOM SimC follows robust management protocols to ensure the accuracy, completeness, and security of all data collected during simulation sessions. This includes regular backups, access controls, and data validation procedures.
- **Feedback Collection and Analysis:** Learner and facilitator feedback is collected after all simulation sessions to identify areas for improvement. Feedback is gathered through surveys, debriefings, and other mechanisms and reviewed by SGUSOM SimC leadership and course directors.
- **Incident Reporting:** SGUSOM SimC maintains an incident reporting system to document and investigate adverse events or near-misses during simulation sessions. Corrective actions are implemented to prevent recurrence.
- **Continuous Improvement:** SGUSOM SimC is committed to a culture of continuous improvement. Quality assurance and quality control processes are regularly reviewed and updated based on feedback, best practices, and changes in regulations or accreditation requirements.
- **Knowledge Sharing:** All SGUSOM SimC personnel are required to stay up to date on the latest equipment knowledge and share this information with all users of the facility.

By adhering to these processes, SGUSOM SimC ensures the delivery of high-quality simulation-based education and the continuous enhancement of its programs.

18. Equipment Maintenance

18.1 Maintenance Plan for Simulation Equipment

After each use:

- All equipment will be inspected prior to use and upon completion.
- All manikins are shut down, charged, and the rooms are reset.
- All American Heart Association course materials (masks, valves) are cleaned and disinfected in conjunction with AHA guidelines.
- All task trainers, manikins, and medical equipment are assessed for obvious damage, leaks, necessary part replacements, and cleanliness. If not in use or scheduled to be used, once wiped, drained, and dried, store in appropriate area.
- InFocus boards and faculty desktops are inspected for updates and overall operational integrity

Weekly:

- All equipment is cleaned, sanitized, and inspected.
- Skin/covers are wiped down with isopropyl alcohol. Any adhesive, moulage or markings left on skin are removed.
- All sensors and monitors (including Video Recording systems) are calibrated
- All electronic devices are turned on and tested before cases and batteries are checked/replaced as needed.
- Associated programs that control equipment are run prior to set-up.
- All fluids are drained, and the tubing systems flushed. All fluids are replaced as needed, and anti-fungal agents added when necessary.
- Soiled linen and clothing are changed.
- Medical crash carts are reorganized and restocked to ensure stockage of proper equipment in their proper places.

Monthly:

- All disposable parts are inspected (and if needed replaced)
- Assessments for wear and tear that might need major work or factory service are carried out.
- All manikin equipment and firmware are checked to ensure they are up to date and compatible with each other.
- Rooms are inspected for damage, leaks, and other issues of concern.

18.2 Reporting Issues

Malfunctioning equipment must be reported to the Simulation LMS Administrator, Simulation Operation Specialist or a member of the Simulation Operations Team, who will attempt to troubleshoot and resolve the issue. If the issue cannot be resolved, a change or replacement of equipment will occur, whenever possible. Any damaged equipment should be reported as soon as possible using the Simulation Center damaged equipment form: SGUSOM SimC Facility and Equipment Request Form.docx

When there is a non-routine issue with a piece of equipment, the Simulation LMS Administrator, Simulation Operation Specialist or a member of the Simulation Operations Team will escalate the issue to the Assistant Dean of Simulation. In some instances, the equipment vendor will be contacted to determine the next steps, whether that includes troubleshooting guidance by phone, return of the equipment by mail to the vendor for repair, or an onsite visit by the vendor. SGUSOM SimC submits capital expenditure requests on an annual basis. This system of maintenance also holds for the computers, AV, and software systems in the facility.

To assist in the longevity of SGUSOM SimC equipment, learners must use the equipment only as directed under the supervision of a facilitator. If there are any questions about proper equipment use, the SimOps Specialist should be consulted.

19. Process for Complaints

Our simulation center has a formal process in place to identify and address concerns and complaints. This process involves the following steps:

1. **Initial Reporting:** Depending on the nature of the issue, individuals can submit concerns or complaints by contacting the Course Director, the Dean of Students or the Assistant Dean of Simulation (if required), directly via email or phone. Alternatively, students can use an anonymous online form, Ethics Point: https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html.
2. **Initial Assessment:** The relevant person will review the concern or complaint and direct (or escalate) it to the appropriate person(s), as needed.
3. **Investigation:** The relevant person will review the concern or complaint and a thorough investigation is conducted to gather more information about the concern or complaint from the involved parties. This may involve interviews with relevant personnel, review of relevant documentation, and observation of simulation activities.
4. **Root Cause Analysis:** The investigation team conducts a root cause analysis to identify the underlying factors contributing to the concern or complaint. This helps in developing targeted solutions to prevent similar issues in the future.

5. **Resolution:** SGUSOM SimC works to resolve the concern or complaint as quickly as possible. Based on the findings of the investigation, a plan of action or resolution is proposed. This may include additional training, referral, corrective actions, or adjustments to procedures and/or policies.
6. **Feedback:** Once the concern or complaint is resolved, the Simulation Program provides feedback to the individual who reported the issue, ensuring that they are aware of the actions taken and the outcome. Feedback is solicited to ensure that the issue has been adequately addressed.
7. **Follow-up:** The Assistant Dean of Simulation (or relevant person) will monitor the situation to ensure the resolution is effective and no further concerns arise.
8. **Continuous Improvement:** The Simulation Program continuously monitors and evaluates its processes to identify areas for improvement

Student Mistreatment Policy: As set forth in the Learning Environment Policy of the School of Medicine, SGU does not tolerate student mistreatment. Students who experience mistreatment are expected, and encouraged, to report the mistreatment. There are several mechanisms for such reporting:

1. Direct Reporting to Office of The Dean of Students: dos@sgu.edu
2. Reporting through EthicsPoint: Students can report mistreatment anonymously using EthicsPoint, which is a confidential 24/7 reporting tool. Reports can be made online at https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html or by phone (1-844-423-5100).
3. Reporting via Courses/Clerkships: Students can provide feedback about mistreatment through SGU surveys: https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/procedures-for-reporting-0

Facilitator/Instructors Complaints: If there is a complaint against a facilitator/Instructor, it can be addressed by the Lead Instructional Faculty following the departmental and SGUSOM SimC policies. If there is any issue of inappropriate behavior, it is immediately reported to the Assistant Dean of Simulation. Depending on the nature of the complaint, the Assistant Dean of Simulation may address it directly, in addition to notifying the Chair of the facilitator's department for further action.

Faculty to Student Grievances: Any breeches of professionalism by students in an academic setting must be reported by teaching faculty to the Lead Faculty, Department Chair(s), and to Dean of Students Office in a timely manner.

Discrimination, Harassment, and Retaliation: SGUSOM SimC follows SGUSOM's Policies on Discrimination, Harassment, and Retaliation. It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University

community. To the extent applicable, the University prohibits discrimination, including discrimination against persons in the United States on the basis of race, color, national origin, religion, sex, disability, or age. In accordance with Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex in its education programs and activities against a person in the United States, including with respect to admissions and employment.

The University does not tolerate retaliation of any kind against anyone for raising in good faith, concerns or reporting possible mistreatment or for assisting in the investigation of possible mistreatment. Retaliation for filing a good faith report and/or good faith and honest participation in the investigation of any such report is expressly prohibited and may constitute grounds for disciplinary action. SGU will take appropriate action in response to any report of retaliation. Creating a safe environment and a culture of respect is the shared responsibility of all members of the SGUSOM community. This continues to be among our highest priorities.

Any complaints or issues stemming from students, facilitators/instructors, or standardized patients are addressed using the structured approach outlined above. AHA-related issues are primarily managed by the center's AHA Coordinator. Should these issues persist, they are escalated to the Assistant Dean of Simulation. Non-AHA related issues are escalated up the chain of command as delineated below *(see Figure 4)*:

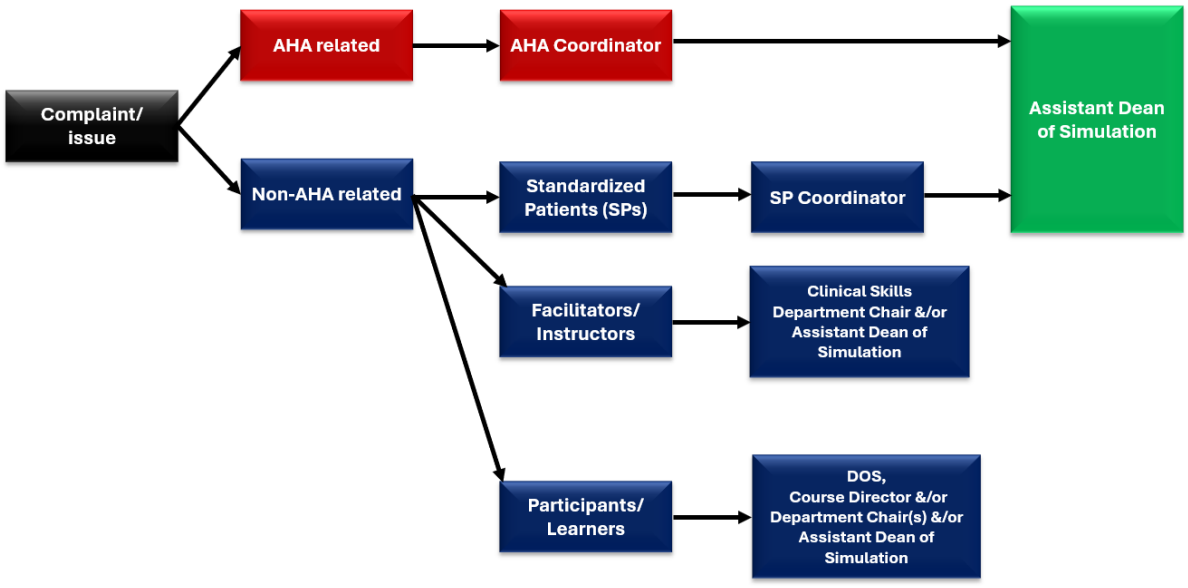

Figure 4: Complaint Reporting Structure

20. SP Program

Staff

- Assistant Dean of Simulation: Oversees the overall management of the standardized patient program.
- Standardized Patient Coordinator(s): Responsible for day-to-day coordination and execution of SP activities, including recruitment, scheduling, training sessions, and evaluation of the standardized patients.
- Standardized Patient Administrator (Secretary): Responsible for the dissemination of information to SPs, including training materials, activity dates/ times, meetings, and workshops.
- Standardized patients (SPs): A person who has been carefully trained to take on the characteristics of a real patient, thus providing an opportunity for a student(s) to learn or be evaluated.

Compensation

- SPs are compensated at a rate agreed per hour for training sessions and scheduled activities.

Recruitment

- Standardized patients' application form: Interested persons apply using the following form - Standardized patients application form. This serves as the initial screening tool.

Screening:

- Persons who pass the initial screening criteria are contacted to attend an interview. The interview assesses candidates' communication skills, enthusiasm, and portrayal of a specific script/ scenario (Standardized patients interview form.pdf).

Training and Development

- Initial training and probation period: Successful candidates undergo one (1) month probation period. During that time, initial training sessions are conducted to familiarize SPs with their roles, the SP program expectations, and ethical guidelines (SP program expectations and ethical guidelines), case scenarios, simulation center policies, and the feedback rubric.
- Case specific training sessions – block training sessions are conducted via zoom for specific cases. As part of the training, SPs are required to meet a predefined standard of the case. Persons not meeting the required standard are remediated.
- Feedback Mechanisms: SPs are observed by the SP coordinators and receive continuous constructive feedback on their performance and areas for improvement. Additionally, clinical instructors complete a feedback form on the

SPs performance after each activity. See sample form by clicking on the following link - Sample SP evaluation form.

- Professional Development: Mandatory workshops are conducted on professionalism and communication skills. Additionally, further workshops are done based on SPs expressed interest.
- SPs receive specialized cultural competency training for cases.

Scheduling and Coordination

- Scheduling: Scheduling is done via excel for the entire academic year to ensure a fair distribution of hours for all SPs enrolled in the program. SPs must meet the case scenario prerequisites and be available for the training session and activity.
- Communication: The SP administrator communicates with the SPs via email &/or telephone to ensure that all SPs receive scheduling updates, and any other necessary information as relayed by the SP program coordinators and Assistant Dean of Simulation.

Performance Evaluation and Recognition

- Evaluation process: An irregularity/ commendation log is populated throughout the academic year and is used to conduct performance evaluation for individual SPs in the program at least once per semester. SPs are evaluated on their professionalism, reliability, portrayal of the protocols and ability to provide effective feedback to learners.
- Recognition and incentives: SPs with outstanding performance throughout the semester are recognized and given incentives. Additionally, an annual appreciation event is hosted by the department to recognize all SPs in the program.

21. Evaluation Process

SGUSOM SimC has a continuous evaluation and feedback process for its learners and Program staff, which includes:

21.1 Evaluation of Simulation Activities

SGUSOM Sim C simulation activities are evaluated directly through a combination of formative and summative assessments. This includes evaluating the effectiveness of simulation scenarios, the performance of Simulation Educators, and the overall quality of the simulation. Instructors are observed during simulation sessions and receive feedback from the Lead Instructional Faculty and the Assistant Dean of Simulation.

21.2 Bi-Annual Performance Review/Appraisal

- The bi-annual appraisal process for faculty at St. George's University School of Medicine is a key component of the institution's commitment to faculty development and performance evaluation. This comprehensive process ensures that all full-time teaching faculty receive timely and structured feedback to support their growth and contribution to the educational mission. The appraisal process evaluates faculty performance across several key areas, including teaching effectiveness, scholarly activity, service, and professional development. Faculty complete a reflective self-evaluation prior to their appraisal meeting, which serves as the starting point for discussion with their department chair. At the conclusion of the meeting, a summative evaluation is submitted, and any areas of concern or remediation are noted.

21.3 Participant evaluation of simulation experience

- All sessions include learner evaluation of curriculum materials, integration of simulation-based education and debriefing, technology/simulators utilized, facilities, the instructor(s), and staff.
- The evaluation includes three (3) areas: a general section where participants can comment on the program, the infrastructure, and the staff. A course-specific component that addresses the course content, quality, and effectiveness of the simulation sessions and lectures. In the final component, each facilitator should be evaluated.
- All learners receive a link to an evaluation and/or surveys administered through either a Qualtrics® link or via a QR code, where all evaluations are recorded and stored in Qualtrics®. The program's office has the only access. Aggregated results may be presented to course instructors, course directors, simulation staff, Senior Associate Deans of Basic Sciences and Clinical Studies, and the Dean of the School of Medicine. No identifiable data will be presented. Learners are advised that completion of a course evaluation is optional and is appreciated and used for continuous evaluation and improvement.
- Evaluation responses are reviewed regularly by the Simulation Educators. Any complaints are immediately shared with the instructor and staff following the session so that improvements can be incorporated in future sessions. This is an ongoing quality improvement process. Survey results are also compiled and shared with the Assistant Dean of Simulation and/or Chair of Clinical Skills and instructors as part of the annual instructor review process.

21.4 Evaluation of Simulation Facilitators/Instructors

- Simulator facilitators are provided with ongoing feedback reports. These reports include information on student performance, simulation scenario effectiveness, and areas for improvement *(see Appendix_8)*.
- In some cases, learner feedback or Simulation Staff observations may identify an instructor who needs more training or mentoring to effectively integrate simulation technologies or debriefing into their sessions. This may be due to challenges with the teaching modality, debriefing process, software, or simulator.
- If the issue is technology-based, the Operation Specialists are available to review any technical aspects of the simulators and AV system with the instructor.
- If an instructor continues to receive poor evaluations, documentation is made in the irregularity log and reviewed by the Departmental Chair for any action.
- Prior to their first session at the SGUSOM SimC, new instructors are provided with online Simulation review tools, shadow experienced faculty, and receive direct feedback from simulation faculty.

21.5 Evaluation of Simulation Instructors

- This is provided by both learners and facilitators and reviewed by the SP Coordinators.

22. Simulation Educational Activities

The Simulation Program at SGUSOM is committed to providing high-quality simulation educational activities that align with our program and institutional mission, vision, and strategic plan. The type of simulation activities include:

22.1 Standardized Patient (SP) Encounter/Scenario-based Learning

- The Simulation Center utilized SPs to create realistic clinical scenarios for medical students to practice their history-taking, physical examination skills, and communication skills. The curriculum uses standard scenarios spread across terms one through five of the MD program. Students work individually, as well as in groups/teams, to formulate a differential diagnosis, develop a treatment plan, and write a patient note. Students receive feedback from the SPs and faculty observers. This activity helps students to develop their patient-centered care skills and prepare for real-world clinical encounters.

22.2 Simulation-Based Assessment and Remediation

- The Simulation Program utilizes simulation-based assessments to evaluate students' clinical competencies and identify areas for improvement. Based

on these assessments, the program provides targeted remediation activities to help students develop the necessary skills and knowledge. This ensures that students are well-prepared to provide safe and effective patient care. These simulation educational activities are an integral part of the medical education curriculum at SGUSOM, and they contribute to the program's commitment to producing highly competent and compassionate healthcare professionals.

22.3 Interprofessional Training Sessions

- This simulation activity brings together medical and nursing students to practice collaborative, team-based patient care. Students work in interprofessional teams to manage simulated patient cases, focusing on communication, clinical reasoning, and shared decision-making. As a team, they are required to recognize the signs and symptoms of the case scenario, initiate appropriate treatment, and communicate effectively with each other and the patient. The simulation is followed by a debriefing session where participants discuss their roles, communication strategies, and areas for improvement.

23. Educational Activity Design

a. The development of the simulation courses is completed as a collaborative effort using the expertise of the Course Directors, Department Chair(s), the Assistant Dean of Simulation, the Lead Instructional Faculty, SP Coordinators, the Sim Ops Specialists and Simulation LMS Administrator, and other faculty. To assess the need for simulation educational activities, the Program employs the following approach:

i. Assessing Needs

The Program assesses the need for simulation activities through a comprehensive needs assessment process. This includes reviewing curriculum objectives, identifying gaps in knowledge or skills, as well as analyzing learner and facilitator feedback. The Program also considers institutional priorities and emerging best practices in healthcare simulation.

ii. Designing Activities

Once the need is established, the Program designs simulation activities using a systematic approach. This involves defining clear learning objectives, selecting appropriate simulation modalities, and developing realistic scenarios.

iii. Stakeholder Engagement

The Program collaborates with key stakeholders (specifically, Course Directors and Content Managers) to ensure content accuracy and clinical relevance. This ensures the alignment of simulation activities with evolving educational and clinical priorities. Debriefing strategies are also incorporated to promote reflection and learning transfer.

iv. **Curriculum Mapping**
SGUSOM maps simulation activities to the overall curriculum, ensuring they are strategically integrated to support the program's educational objectives. This process involves reviewing course syllabi, learning objectives, and competency frameworks to determine where simulation can be most effectively leveraged.

v. **Continuous Improvement**
The Program employs a data-driven approach to continuously evaluate and refine its simulation activities. Learner feedback, assessment data, and industry best practices are regularly reviewed to identify opportunities for improvement and ensure the simulation program remains evidence-based and effective.

SGUSOM SimC designs evidence-based, engaging, and effective simulation educational activities utilizing the following structured process:

- All simulation-based experiences (SBE) are designed in consultation with content experts and simulationists knowledgeable in best practices in simulation education, pedagogy, and practice.
- A needs assessment is conducted to establish foundational evidence supporting the necessity for a well-designed simulation-based activity or scenario.
- Measurable SMART objectives are constructed that build upon the learner's foundational knowledge.
- The simulation-based scenario is designed to ensure that the modality aligns with the objectives.
- The case scenario or activity is developed to provide the context for the simulation-based experience.
- The choice of technology is determined by the learning objectives for the scenario, and made by the Simulation Operations Specialists, Simulation LMS Administrator, the author of the scenario, and relevant senior faculty. The appropriate type of fidelity is identified to create the required perception of realism.
- A learner-centered facilitative approach is planned, driven by the objectives, learners' knowledge and level of experience, and the expected outcomes.
- A pre-briefing plan is created that includes preparation materials and briefing to guide participant success in the simulation-based experience.

- A debriefing or feedback session and/or a guided reflection exercise is developed to follow the simulation-based experience.
- A plan for evaluation of the learner and of the simulation-based experience is developed.
- The simulation-based experience is pilot-tested using faculty, then student groups, before full implementation.

24. Communications and Public Affairs

All information produced from the SGUSOM SimC will be approved by the Assistant Dean of Simulation and/or Chair(s) of the Department of Clinical Skills, and if necessary, the Senior Associate Deans of Basic Sciences or Clinical Studies or Dean of School of Medicine.

- Information Dissemination: Information disseminated from the SGUSOM SimC to students, faculty, and staff is done primarily via the SGU Sakai portal and personal SGU emails.
- Communication with Media Outlets: The members of the SGUSOM SimC will not engage in discussions with media outlets without having prior confirmation and clearance from the Dean of School of Medicine. If the need arises without prior confirmation, media outlets will be directed to the above-mentioned.
- Worldwide Web: The SGUSOM SimC maintains an online presence through access to the SGU portal.
- Dispute Resolution: Any complaints within the SGUSOM SimC, whether from students, faculty, or staff, will be brought to the attention of the Assistant Dean of Simulation and/or Chair(s) of the Department of Clinical Skills.

25. Research

Simulation Program at St. George's University School of Medicine (SGUSOM) has an intentional commitment to simulation-specific research activities. This commitment is rooted in the Program's mission, vision, and strategic planning. SGUSOM SimC is committed to fostering a culture of inquiry and evidence-based practices within the Simulation Program. Research conducted at SGUSOM SimC is governed by the standards as addressed in the Policies and procedures of St. Georges University.

SGUSOM provides institutional support for the Simulation Program's research activities through the Medical Student Research Institute (MSRI) and Faculty Research Institute (FRI). The MSRI facilitates collaborations between faculty members and students, enabling them to conduct basic, clinical, translational, or social science research in their chosen specialties. The FRI supports faculty

members in their research endeavors, providing resources and infrastructure to facilitate research projects. The Windward Islands Research and Education Foundation (WINDREF) promotes health, well-being, and sustainable development through multi-disciplinary research, education, and community programs. WINDREF strives for program excellence by promoting collaborative relationships between leading internationally recognized scholars and regional scientists, and by adhering to the highest ethical and academic standards in the design and conduct of research. Located on the True Blue campus of SGU, WINDREF scientists are affiliated with SGU's schools of medicine/public health and preventive medicine, nursing, veterinary medicine, arts and sciences, and graduate studies.

SGUSOM SimC also collaborates with other departments and organizations to advance simulation-based education and research, ensuring that its research activities are aligned with international standards and best practices

The Simulation Program disseminates its research findings through various channels, including peer-reviewed publications, conference presentations, and workshops. This dissemination ensures that the Program's research activities contribute to the broader knowledge base in simulation-based education and patient care. The Program's research activities have a significant impact on the field of simulation-based education, as they contribute to the development of best practices, innovative pedagogical methods, and evidence-based approaches to improving patient care outcomes and patient safety.

25.1 Institutional Review Board (IRB) Policy

St. George's University Institutional Review Board (IRB) is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted by St. George's University faculty, staff, or students.

- The Office of Research and Scholarly Activity ensures that all proposals are properly processed and evaluated by the University's ethics review committee (Institutional Review Board or IRB).
- All research projects undertaken in SGUSOM SimC must be reviewed by the Office of Research and Scholarly Activity, which serves to perform executive functions for the Panel on Research and Scholarly Activity.
- The IRB reviews research that involves human subjects to ensure that two broad standards are upheld: first, participants are not exposed to risk; second, they willingly give, without undue influence or coercion, informed consent to participate in the research. A project is first reviewed in its proposal stage - even before participants are recruited.
- Records of all written correspondence, grant and/or project applications, testimony regarding applications, and comments from external evaluators are to be kept and maintained by the Executive Secretary. These records will be made available to the panel on Research and Scholarly Activity upon written request.

- All expected paperwork and timeliness will be followed. In addition, because the SGUSOM SimC is part of the School of Medicine, the center requires that all research done on medical students/nursing students have a FERPA review.
- Prior to any scheduled research, the protocol will have to be approved for use in the SGUSOM SimC, by the Assistant Dean of Simulation.

25.2 Publication Policy

When resources provided by the SGUSOM SimC contribute to the development or implementation of scholarly work, the name "St. George's University School of Medicine Simulation Center" and/or specific members of the SGUSOM SimC staff must be appropriately acknowledged. This acknowledgment applies to all public-facing work, including presentations of unpublished material, workshops discussing research and protocols, abstracts, and peer-reviewed or non-peer-reviewed articles. It also extends to any research studies conducted at the SGUSOM SimC by other departments, such as the Department of Anatomical Sciences.

25.3 Authorship Rules

An author is an individual who has made substantial intellectual contributions to a scientific investigation. All authors should meet the following four criteria and all those who meet the criteria should be authors.

1. *Scholarship*: substantial contributions to the conception and design of the work or the acquisition, analysis, or interpretation of data for the work.
2. *Authorship*: drafting the manuscript or revising it critically for important intellectual content.
3. *Approval*: final approval of the version to be published
4. *Agreement*: to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Participation solely in the acquisition of funding or collection of data does not justify authorship. General supervision of the research group is not sufficient for authorship.

25.4 Data Collection Responsibility

- The simulation staff assists in research by providing space/resources and simulation operations consulting for projects.
- Simulation staff roles include scheduling and running the simulation session as the operator.
- The simulation staff will not take part in getting consent from subjects about research nor will they be stewards of any research paperwork.
- The simulation staff may take part in the rough and final write-ups for the research and help with processing the final product but will do so as the simulation schedule allows.

Exception

- For internal research (research conducted by the simulation center) schedule blocking and other administrative time may be added at the discretion of the Assistant Dean of Simulation.

Scheduling

- All scheduling will go through the SGUSOM SimC. There will be no ad-hoc scheduling unless approved to do so by the Assistant Dean of Simulation. This is to ensure no simulation resource (equipment/staffing) conflicts are present.

25.5 Research Recordkeeping

The principal investigator must maintain all recordkeeping functions.

25.6 Allocation of supplies

- All use of SGUSOM SimC supplies for research must be approved by the Assistant Dean of Simulation before the project commences.
- Supplies used must be documented to ensure the maintenance of adequate stocks.

26. SGUSOM SimC Tours

SGUSOM SimC strives to accommodate all tour requests; however, due to the high cost of equipment, access to medical supplies, potential exposure to bloodborne pathogens, and the need to protect the confidentiality of ongoing simulations, tours of the lab are strictly regulated. The Assistant Dean of Simulation must be notified in advance to schedule a tour. Tours will not be scheduled that conflict with educational simulations or during the dates of practical examinations.

27. Policy Review Period

To ensure the policies and procedures of the SGUSOM SimC remain relevant, regular review and revision are essential. While the core principles and intent of this manual will remain consistent, specific details may be updated to reflect changes in industry practices and organizational standards. Regular updates are a critical aspect of maintaining the accuracy and effectiveness of this document.

28. Suggestions

SGUSOM SimC encourages all students, faculty, and staff to share suggestions for improvement. Written suggestions should be submitted to the Assistant Dean of Simulation. These suggestions will be reviewed and communicated to the Simulation Steering Committee (SSC) and the Chair of the Department of Clinical Skills. USOM

SimC welcomes all suggestions for improvement from students, faculty and staff. Suggestions should be submitted in writing to the Assistant Dean of Simulation. This information will be communicated to the SSC and the Chair of the Department of Clinical Skills.

29. References:

1) Baily, L., & Baily, L. (2021, June 29). Collection of healthcare simulation policies and procedures manuals. *HealthySimulation.com*. https://www.healthysimulation.com/33051/clinical-simulation-policies-procedures/
2) College of Medicine, University of Vermont. (n.d.). Policies and procedures - Clinical Simulation Laboratory. https://www.med.uvm.edu/simlab/about/policies_and_procedures
3) Gaba, D. M. (2004). The future vision in healthcare. *Quality & Safety in Health Care, 13*(Suppl 1), i2-i10.
4) Ryoo, E. N., & Ha, E. H. (2015). The Importance of Debriefing in Simulation-Based Learning: Comparison Between Debriefing and No Debriefing. *Computers, informatics, nursing : CIN*, *33*(12), 538–545. https://doi.org/10.1097/CIN.0000000000000194
5) Society for Simulation in Healthcare. (n.d.). Mission, purpose, & governing documents. Retrieved from https://www.ssih.org/Mission