



Graduate Assistantship in Simulation

RHODE ISLAND COLLEGE SCHOOL OF NURSING (RIC-SON)

Simulation Program

Graduate Assistantship in Simulation

Graduate nursing students awarded simulation assistantships are notified by the Chair of the SON Graduate Department. Once assigned to simulation, GA's will participate in a structured orientation led by the Simulation Director. The graduate assistantship in simulation (GA) requires 5 (half-time) or 10 (full-time) hours worked per week. Orientation includes a 'workshop style day' with training in simulation methodology, simulation design and debriefing strategies. Manikin use and maintenance is also introduced. Simulation center tours are held at 2 campus locations: RICSON-North Providence and Rhode Island Nursing Education Center/RINEC-Downtown Providence. Students eligible for application are nursing students matriculated in the MSN or DNP programs at RIC, enrolled in a least six credits but no more than 9 credits of coursework. If you are interested in applying for a graduate assistantship in simulation, contact the Graduate Department Chair at RICSON.

Simulation

Simulation use in nursing education relies on low to high fidelity modalities that frame specific objectives for simulation activities. Specific learning objectives are clearly written for each activity and follow evidenced-based practice (EBP) standards. Formative (assessing) and summative (grading) evaluation tools are used throughout all levels. Courses that use the lab and simulation spaces frequently are: Fundamentals, Health Assessment, Adult Health, Pediatrics, Maternal-Child Health and Psychiatric-Mental Health. Programs outcomes are aligned with 1) the mission and vision of the RICSON and the Simulation Program, 2) the recommended standards of best practice by The International Association for Clinical Simulation in Nursing (INACSL), and 3) the accreditation standards set forth by the Society for Simulation in Healthcare (SSH).

Terms to know

Simulation: An educational technique that replaces or amplifies real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner (Retrieved from the Health Care Simulation Dictionary, 1st Ed., 2016; Gaba, 2004).

Simulation Educator: synonym; Simulationist. An individual who is involved in the design, implementation, and/or delivery of simulation activities; for example, educators, technologists,

operations specialists, technicians (SSH; Retrieved from the Health Care Simulation Dictionary, 1st Ed., 2016]. At RIC-SON, Simulation Director, Faculty Simulation Education Designation; or Graduate Assistant Simulation Education Designation are qualified as simulation educators.

Fidelity: The degree to which the simulation activity mimics reality.

Low Fidelity: Simple deliberate practice with a static task trainer (e.g. inserting a Foley catheter into a manikin).

High Fidelity: High level of realism depicting a patient situation or healthcare model. May use a high-technology manikin; but not always.

Scenario/Case: The scripts, stories, or algorithms created for instructing the participants, including the simulators (human or robotic), on how to interact with the students (Retrieved from the Health Care Simulation Dictionary, 1st Ed., 2016).

Debriefing: To conduct a session after a simulation event where educators/instructors/facilitators and learners re-examine the simulation experience for the purpose of moving toward assimilation and accommodation of learning to future situations (Johnson-Russell & Bailey, 2010; NLN-SIRC, 2013); debriefing should foster the development of clinical judgment and critical thinking skills (Johnson-Russell & Bailey, 2010; retrieved from the Health Care Simulation Dictionary, 1st Ed., 2016).

Formative Evaluation: Assessment leading to the opportunity to reflect and improve.

Summative Evaluation: Higher-stakes performance leading to pass/fail or an assigned grade.

Standardized Patient: An individual who is trained to portray a real patient in order to simulate a set of symptoms or problems used for healthcare education, evaluation, and research (SSH; retrieved from the Health Care Simulation Dictionary, 1st Ed., 2016).

Role

GA's are employed as simulation assistants for RICSON's simulation program. Schedules are determined by during weekdays based on need. It is expected that graduate assistants demonstrate professional nursing attitudes and behaviors, emulating high ethical standards, professional integrity and evidence-based nursing practice. In this important role, the GA has the opportunity to learn new skills, instruct and lead others (including new GA's and nursing students). The GA position is a highly valued role integral to the successful operation of the simulation program. All simulation policies and procedures (see new simulation policy and procedure guidelines on Share Point Self-Study document) are consistently followed to maintain professional practice and SSH accreditation standards.

Essential Duties

Assist with simulation education and program scenario revisions (i.e., literature review and clinical practice guideline updates) in consultation with the RICSON Simulation Director and Faculty.

1. Assist in operations:

- a. Assist in preparation of skills labs and simulation rooms for upcoming activities.
 - b. Assist in managing manikin software troubleshooting and software updates.
 - c. Follow RICSON and RINEC procedures for maintaining manikin integrity.
 - d. Use manikin moulage (e.g., make-up, wounds) as appropriate and when instructed.
 - e. Review the proper preparation of IV insertions, IV preparation, and other supplies housed in medication cart to ensure equipment and medications match scenario to be run.
 - f. Assist and confirm a test-run manikin and software functionality prior to simulation activities has been completed prior to starting the simulation.
 - g. Breakdown props and manikin aftercare (e.g. cleaning, fluid line flushes) as directed.
 - h. Facilitate student completion of post-simulation evaluation surveys using CAE Learning Space software.
3. Maintain progressive learning related to simulation education in healthcare by:
- a. Participate in running simulations from the control center observation rooms, coordinate the use of cameras and audio/video-recording.
 - b. Complete annotations using the CAE Learning System during simulation and when directing students in the observer role.
 - c. Demonstrate an interest in simulation theory/pedagogy. Seek opportunities to lead others in developing simulation skills. (*Note: graduate assistants will be given individualized training in debriefing and facilitation methods*).
 - c. Continually assess and identify own learning needs.
4. Other Duties:
- a. Manage open lab during hours regularly scheduled as assigned:
 - b. Adhere to policies describing securing lab spaces and maintain vigilance during hours with open doors to protect equipment and supplies.
 - c. Offer guidance to students and faculty looking for supplies, and/or assistance with equipment.
 - d. Coach nursing students who are practicing psychomotor skills, or who are using the lab for scheduled remediation.
 - e. Undertake special projects as assigned by the Simulation Director, and Graduate Chair.

Responsibilities:

1. Reads, understands, and signs Professional Integrity and Confidentiality statement as it relates to all activities in the center.

2. Familiarizes and demonstrates understanding of the Standards of Best Practice in Simulation as published by INACSL (2016).
3. Assists faculty in the running and debriefing of simulation activities as assigned.
4. Role models professional behaviors to nursing students.
5. Monitors supplies and equipment for reduction in inventory or technical issues and communicates effectively to simulation coordinator/educator.
6. Respects the rights of others.
7. Maintains standards of practice in professional nursing.
8. Shares expertise with others and works collaboratively with all staff/faculty internal and external to the RICSON Simulation Program.
9. Completes special projects within the semester it was assigned and notifies appropriate staff/faculty if delays are expected.
10. Attends Simulation Program staff meetings (face to face or on-line).
11. Uses good organization and planning strategies to ensure work flow is accomplished in scheduled hours at the center.
12. Requests schedule changes with an alternative plan or staff coverage at least 24 hours advance of anticipated absence.
13. Collaborates with staff/faculty in the development of new procedures, policies and/or innovations related to the Simulation Program.
14. Familiarizes self with equipment and seeks assistance by utilizing instruction manuals, peers, coordinator or vendor support as necessary.
15. Refers to the Simulation Orientation Materials to answer day to day questions when the Simulation Director of Graduate Chair is unavailable.
16. Develops and maintains good rapport with simulation staff, simulation and medical equipment vendors and all other outside visitors who may visit and tour the lab.

I have read and agree to the role, duties, and responsibilities of the GA Simulation Assistant for the RICSON Simulation Program.

Name: _____ Date: _____

Graduation Year _____ Graduate Nursing Track _____