



COLLEGE OF NURSING

جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

CLINICAL SKILLS LABORATORY

**POLICIES AND PROCEDURES
MANUAL**





Content

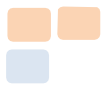
Item	Page
Introduction	2
Vision of CSLs	3
Mission of CSLs	3
Philosophy of CSLs	3
goals & objectives of csls	4
CSLs layout	5
Purpose of policy & procedures of csls	5
Job description of csls members	6
Lab conduct/Behavior	9
Csls Guidelines	12
communication	12
Students referral	12
Confidentiality	13
Equipment use polices	13
Clinical skill labs safety policy	14
A. Medication / Fluids administration safety	16
B. Electrical safety	16
C. Physical safety	17
D. Latex warning	18
Reporting of an injury	18
Clean needlestick guidelines	19
Contaminated needlestick or hazardous exposure to blood product guidelines	19
Cleaning of laboratory & equipment	20
Fire emergency	21
Attachment	21





Clinical Skills/Simulating Laboratories (CSLS) - Introduction

The College of Nursing of IAU in Dammam, KSA has made a priority out of providing a Clinical Simulation Laboratory (CLS), just for nursing students. The CSLs consist of a state-of-the-art facility that accurately simulates the hospital environment . The CLS provides all resources for students to conduct new assessments or recertify existing skills which helps in building up competence and confidence and enhance learning in the clinical practice setting. The CLS is equipped with a simulated nurses' station, fully equipped crash carts, medication carts, ECG machines and other clinical equipment, this aids in giving a realistic, but safe, learning environment for learning basic and advanced nursing care. Along with this are advanced mid- and high fidelity adult, pediatric, and infant human patient simulators, including SimMan and ECS by METI these reproduce body physiological models and are programmed with a wide array of clinical scenarios allowing the application of simulated clinical experiences that can enforce and sometimes replace certain aspects of hospital training in an effort to overcome the issue of limited clinical placement.

The Clinical Skill Laboratories consist of nine fully equipped labs; more than 100 nursing students use the laboratories each day. The labs are connected with each other and with the college classrooms via internet connections and webcams in an effort to extend the learning experience throughout the college and reinforce the worldwide concept of “wallless classes” where students are no longer limited by the boundaries of a classroom and can interact with their educators via web CT. Furthermore the laboratories are equipped with smart screens, digitalized video, plasma screens, bedside computer charting, and electronic supplies together with a full spectrum of static mannequins and task trainers and virtual skill simulators. The mannequins are vital-sim capable providing breath sounds, heart sounds, bowel sounds. They allow for tracheostomy care, stoma care, NGT insertion and enteral feedings, IV access, catheterization,, and wound care. Students can practice various nursing skills and procedures. Nursing texts, pamphlets, and posters, as well as policy and procedure manuals for the major clinical sites are maintained within the lab.



The lab accommodates students by providing scheduled times for both skill practice and patient-specific preparation. The lab is staffed with one lecturer, assistant/associate professor, and one or several preceptors. The role of the preceptor is to support student



learning by assisting the students with skill practice and developing critical thinking. They prepare students for practice in the lab by guiding them through each skill. The instructors are there to assist students on a one-to-one basis, as they work through the skills or procedures using different learning media such as reading, videos, and computerized interactive tools. Skill Modules have been developed for essential basic as well as advanced nursing skills. All modules are evidence based. The Clinical Simulation Labs have an abundance of resources and equipment to enhance both student teaching and learning. Clinical skills are not just about the procedural steps. they are developed from a strong knowledge base, a review of relevant references, rehearsal and practice as well as repeated performance and debriefing by teaching staff.

Vision of CSLs



The Clinical Skill Laboratories will be a center of excellence and innovation for health care simulation, education, patient safety and research.

Mission of CSLs

- ✚ Each student will receive a quality education, training, information and cultural opportunity
- ✚ The CLS will provide a replica of the patient care environment where students can learn and apply cognitive, psychomotor, and affective skills and instructors can facilitate learning and objectively measure student performance and competency.

Philosophy of CSLs

The Clinical skill laboratory provides a supportive environment for students to learn and master nursing skills. We believe learning is a life-long process. In the Clinical skill laboratories, students engage in active learning experiences that enable them to be self-directed learners. A solid grounding in the underlying scientific principles of technical skills helps students translate learning from the laboratories to a variety of clinical settings. We work hard to make the laboratories a non-threatening environment



where students feel safe to learn, yet are challenged to continually grow and improve their performance.

Goals of CSLs

- ✦ Foster and reinforce learning using simulation technology and related resources.
- ✦ Provide educational materials for College of Nursing students, faculty, and staff.
- ✦ Provide hands-on learning experiences specific to course objectives as directed by the nursing curriculum.
- ✦ Foster independent student learning opportunities which promote a model for life-long learning.
- ✦ Accommodate unique learning needs of students with diverse backgrounds, abilities, and educational experiences.

Objectives of CSLs

- ✦ Foster and reinforce learning using simulation technology and related resources.
- ✦ Provide educational materials for college of Nursing students, faculty, and staff.
- ✦ Provide hands-on learning experiences specific to course objectives as directed by the nursing curriculum.
- ✦ Foster independent student learning opportunities, which promote a model for life-long learning.
- ✦ Accommodate unique learning needs of students with diverse backgrounds, abilities, and educational experiences.
- ✦ Demonstrate competence of undergraduate nurses.
- ✦ Integrate clinical simulation into undergraduate nursing education.
- ✦ Increase preparedness of nursing students before introduction to hospital training
- ✦ Introduce physiology/ pharmacology, health assessment, etc. into cases for second to fourth year nursing students
- ✦ Increase preparedness for dealing with high acuity cases
- ✦ Encourage well-qualified secondary students to enroll in our college
- ✦ Enhance communication skills
- ✦ Demonstrate the value of team-building and collaboration
- ✦ Integrate Clinical Simulation into Continuing Nursing Education (CNE) and Faculty development.

Layout of CSLs

The clinical skill laboratories occupy the first floor of the C3 building of the college of nursing. The labs offer facilities to practice and learn a wide range of nursing skills in a safe non-threatening environment.

The clinical skill laboratories are divided into:

- ✚ Nursing skill laboratories
- ✚ Non – nursing skill laboratories

Nursing skill laboratories comprise 7 labs namely:

- ✚ Critical care skills laboratories (2)
- ✚ Fundamentals of nursing skills laboratory
- ✚ Medical – Surgical skills laboratory
- ✚ Obstetric & gynecological skills laboratory
- ✚ Pediatric & Neonatal nursing skills laboratory (2)

Non – nursing skill labs:



- ✚ Computer laboratory

Newly developed skill labs:

- ✚ Home Care laboratory
- ✚ Computer & E- learning laboratory

Purpose of Policy & Procedures of CSLs

- ✚ **Policies and procedures are intended to guarantee** that the Clinical Skill Laboratories (CSLs) are maintained as an efficient clinical learning area for students' training and assessment in departmental courses and in multidisciplinary programs. Maintenance and protocols of the CSLs must be followed by all of its users. Therefore, the following policies are intended to ensure an optimal experience for everyone using the CSL.
- ✚ The Clinical Skill Labs promote safe, knowledgeable and effective nursing care by demonstrating and reinforcing the highest level of performance and readiness. Strategies are skill demonstration, practice and return demonstration; clinical



simulations and case scenarios; consistent use and reinforcement of medical terminology; application of the nursing process in skill performance, care plans and documentation, computer-assisted instruction, audio and video programs as needed; and individualized and supported instruction.

Responsibilities of CSLs Personnel

A. Clinical Skill Laboratory Coordinator

1. Manages and administers the clinical skill Laboratory by;

- a. Orienting and training lab assistant
- b. Advising and consulting with the Chairperson and Lab Committee
- c. Establishing and updating laboratory policies and procedures
- d. Establishing and monitoring procedures use of lab equipment and movement of equipment from one lab area to another.

2. Maintains the inventory system by;

- a. Ensuring the completion of an annual inventory of the lab
- b. Preparing and ordering supplies as needed.
- c. Ensuring the safe storage of hazardous materials, including medications, needles, etc..
- d. Overseeing the collection and disposal of waste materials according to regulations
- e. Determining the inventory needs labs
- f. Ordering lab supplies for all nursing programs.

3. Participates in and contributes to the upkeep of clinical skills laboratory by;

- a. Providing advice & orientation to instructors regarding laboratory procedures, location and use of materials, and the operation of equipment.
- b. Recommending general cleaning in the clinical skill laboratories
- c. Recommending maintenance or repairs of equipment in the laboratories,
- d. Initiating and coordinating approved laboratory renovations and repairs.

4. Participates in and contributes to a safe environment in the clinical skill laboratories by;

- a. Keeping current with safety regulations
- b. Establishing, updating and maintaining safety policy within the clinical skills Lab,

- c. Checking and maintaining safety equipment,
- d. Providing training and enforcement of safety procedures to individuals, including faculty, students and staff, using the laboratories.

5. Participates in and contributes to the learning needs of students in nursing programs by;

- a. Supervises and tutors students during lab sessions.
- b. Tutors students who require assistance with learning.

B. Lab Manager:

- ✚ Oversees the daily operations of the clinical skill labs.
- ✚ Assists with the development, implementation and updating of policies and procedures to ensure efficient and safe operation of the labs.
- ✚ Orientation to faculty regarding laboratory procedures, location and use of materials and the operation of equipment.
- ✚ Coordinates student and faculty usage of the labs.
- ✚ Reinforces class instruction of required skills by assisting students during skill performance..
- ✚ Provides feedback to faculty with recommendations on planned learning activities.
- ✚ Supports students who require additional assistance with learning clinical skills.
- ✚ Collaborates with nursing faculty regarding student performance of skills.
- ✚ Stages equipment and supplies based on course objectives and outcomes.
- ✚ Integrates simulation technologies into the learning environment.
- ✚ Assists the faculty in setting up and managing the simulation equipment.
- ✚ Coordinates the acquisition, upgrading and maintenance of equipment and supplies that support the learning activities in the laboratories.
- ✚ Establishes and monitors procedures for signing out lab equipment and any other learning resources such as audiovisual material.
- ✚ Participates in all faculty meetings and team meetings as needed.
- ✚ Maintains a current inventory that tracks equipment costs, vendor information and usage history as a basis for recommendation to the Chairperson for ordering and maintaining supplies.
- ✚ Prepares an annual report with strengths and weaknesses of the operation of the lab with recommendations to the Chairperson and faculty.

- ✚ Attends in-service education related to responsibilities.

C. Students:

- ✚ Review the skill(s) to be practiced and/or demonstrated as well as having read the assigned articles or chapters by their instructor prior to lab attendance.
- ✚ Gather and return the equipment used for skill performance.
- ✚ When unsure where to locate equipment, supplies or resources students should refer to instructor
- ✚ Approach situations and scenarios as if they are actual patient interactions
- ✚ Follow safety measures at all times
- ✚ Maintain cleanliness of the area
- ✚ Dispose of sharps appropriately
- ✚ Demonstrate respect and consideration for self and others.
- ✚ Display professional conduct
- ✚ Allow others the opportunity to practice
- ✚ Alert the instructor of allergies including latex
- ✚ Advise instructor if handouts or supplies are running low.
- ✚ Report damage or malfunction of mannequins or equipment to lab faculty immediately.
- ✚ Inform the instructor of any particular learning needs

General

- ✚ No students are to be in the lab without the Lab instructors or faculty.
- ✚ No students are to be left alone in the labs.
- ✚ Doors must be locked when lab is not in use.

Changes to the above rules can be made at the discretion of the Clinical Skills Laboratory Coordinator and/or faculty.

Lab Conduct/Behavior

The Nursing Skills Lab is an extension of the clinical and academic programs. Therefore, all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply (i.e. dress and behavior, etc).

A. Students' Preparation & Orientation

- ✚ All Students should participate in an orientation to the lab.
- ✚ Students should attempt to attend all scheduled labs.
- ✚ Students should review procedures and scenarios prior to the scheduled lab.
- ✚ No cell phones are allowed in student work areas (phones should be switched on vibrate)
- ✚ Students will follow safety measures at all times.
- ✚ No food or drink is allowed in any of the clinical skill labs.
- ✚ Student should come prepared for their sessions, bringing with them the necessary equipment, such as stethoscopes, white coats, nursing uniforms.
- ✚ Students should review all clinical skills Lab Policies and Procedures carefully as they sign consent.
- ✚ Review the course syllabus for due dates and late assignment policies.
- ✚ Failure to meet deadlines – May result in failure to meet course objectives.
- ✚ Review Evaluation Procedure.
- ✚ Complete evaluations per course syllabi.
- ✚ See course syllabi for due dates.
- ✚ Review all skill guidelines for each check-off.
- ✚ Sign in and out of the lab at all times for both practice and testing.
- ✚ Put all coats and book bags in locker area.
- ✚ Keep valuables things on self.
- ✚ **Given medication:** for all medication given in any simulation scenario, the student has to follow rules and regulations and guidelines including safety measures as if the medication was given to a living person.
- ✚ **Lab Hours:** The lab hours will be posted in the lab and explained to students. Lab hours are continually evaluated; if any changes are necessary, students will be notified (see schedule on web site and on bulletin board).
- ✚ **Real blood-drawing:** Students who participate in teaching sessions that include blood-drawing or intravenous catheter insertion have the opportunity to practice on other students after they have practiced on task trainers (with consent form).
- ✚ **Log book.** Students need to fill their own log book as part of portfolio.
- ✚ All equipment and supplies for practice are to be reused unless otherwise instructed.

- ✚ **Debriefing:** During lab, faculty will guide students in performing and debriefing skills performance.

B. Student Distributions

- ✚ Each student will be assigned to a group.
- ✚ Sharing of resources (space & supplies) when practicing may be necessary.
- ✚ Four – six students per bed/mannequin are acceptable. Working in groups is also beneficial for learning.

C. Maintaining cleanliness and arrangement of the area

- ✚ Students will clean-up after practicing skills.
- ✚ Students will keep beds in appropriate position with linens straightened before leaving.
- ✚ Students will pick or wipe up all spills on floors.
- ✚ Students will clean up any waste materials observed on the floor and place in trash containers.
- ✚ Replace manikins neatly in the bed.
- ✚ Return equipment to designated location; example - needle and syringes to syringe box in designated areas.
- ✚ Chairs should be replaced under the tables when leaving the area.

D. Mannequins

- ✚ Manikins should be treated like a live person.
- ✚ The student should approach situations and scenarios as if they are a real situation.
- ✚ The students should use gloves when handling all mannequins and parts.
- ✚ It is prohibited to use Betadine or color pens on mannequins.
- ✚ For cleaning use water and soap or alcohol swabs.
- ✚ Transfer of manikins should be done without pulling on arms, legs or the head.

D. Equipment:

- ✚ No equipment or supplies can be taken out of the skills lab without permission.
- ✚ The faculty, demonstrator or clinical instructor must log before and after borrowing equipment to another lab. Failure to log after means that the equipment was not properly returned to its proper place. The log book is in the custody of the person in charge of the Laboratory.
- ✚ It is not allowed to transfer anything (e.g. equipment, furniture, supplies) from one laboratory to another without asking permission from the person in charge of the laboratory. After permission has been sought, the Faculty, Demonstrator, or Clinical Instructor must log first and sign after returning the equipment to its

proper place. Failure to sign after means that the equipment was not returned to its proper place.

- ✦ In case equipment or manikin will be used outside the College of Nursing campus, permission should be sought from the person in charge of the Laboratory who in turn will inform the College Coordinator for final approval.
- ✦ Students are not allowed to manipulate any equipment without Faculty, or Clinical Instructors supervision.
- ✦ Never plug any equipment when in doubt of its electrical voltage.
- ✦ Any equipment or furniture used should be returned clean, in proper form and in proper place ready for the next user.
- ✦ Should there be any loss, breakage, or malfunctioning of any equipment or furniture during the laboratory hours, the faculty, demonstrator, or clinical Instructor using the laboratory must submit a written incident report to the person in charge of the laboratory, who in turn will submit the same to the Course Coordinator In charge of the Laboratory.
- ✦ The laboratory should be kept clean and in proper order at all times. The Faculty member, Demonstrator, or Clinical Instructor using the lab must ensure that litters are properly disposed of, whiteboard is clean, & chairs are arranged as a courtesy to the next user.
- ✦ Strictly no eating or drinking inside the laboratories.
- ✦ The doors should be kept closed during break time.
- ✦ The faculty member, demonstrator, or clinical instructor who uses the laboratory must ensure that the above policies and guidelines are strictly followed during laboratory hours.
- ✦ The faculty member, demonstrator, or clinical instructor using the laboratory should be the last person to leave the laboratory to ensure that everything is in proper order.
- ✦ The laboratory door codes must not be revealed to any unauthorized persons.
- ✦ The inventory of laboratory equipment and supplies must be strictly enforced. The schedule is three times (3x) per academic year: before the start of every semester and before summer break.
- ✦ The inventory team is composed of the Coordinator in charge, the Demonstrator or Clinical Instructor designated by the Coordinator in charge and the laboratory manager.

Clinical Skills Lab Guidelines

- ✦ There shall be no eating or drinking in the labs during student use, demonstration or return demonstration.
- ✦ Access to the doorway in the labs will be evident at all times. Furniture will not be placed to obstruct the exits.

- ✚ All doors and cabinets shall remain closed when not in actual use.
- ✚ The clinical skills lab will not be used as a health center for ill students, staff, or faculty.
- ✚ All students shall practice proper hand washing technique while utilizing skills lab.
- ✚ Gloves are worn by students and faculty during any contact with body fluids.
- ✚ Gloves are utilized for practice and demonstration of skills.
- ✚ Gloves are utilized for personnel using harsh disinfectants to clean the lab.
- ✚ The college of Nursing will provide sterile and non-sterile gloves for faculty and students.
- ✚ The labs (skills and computer) are not to be used as a social area or a conference room.
- ✚ Students should report any misconduct occurring in the skills or computer laboratories and may be held responsible if not reported.

Communication

Telephones in the skill labs are not to be used by students. A telephone is located in each skill lab to contact security for safety in case of emergency. Cell phones and pagers must be turned off while attending CSLs.

Student Referrals

Students may be referred to the lab for extra practice as judged necessary by the clinical instructor. A clinical skills lab referral form will need to be filled out. Faculty members should choose the top priority skills that the student requires.

Confidentiality

- ✚ All simulation scenarios and practice sessions involving students and/or recordings are considered confidential.
- ✚ All mannequin accessibility should be treated as a real patient (including inappropriate viewing).
- ✚ Discussion of scenarios or information is considered a violation of privacy policy.

- ✚ All students will need to sign confidentiality agreement before skill laboratory use and will be reminded through the course of the confidentiality issues (see attached copy of confidentiality agreement).

Equipment Use Policies

A. Donation Policy:

Medical Supplies, textbooks, monetary donations, and other equipment are gratefully accepted with the following regulations:

- ✚ The College of Nursing reserves the right to add only equipment that is considered appropriate for curriculum goals and objectives.
- ✚ The College of Nursing will assume authority to discard, sell, exchange, or otherwise dispose of equipment deemed inappropriate for addition to the Clinical Simulation Lab.
- ✚ All donated educational materials will be catalogued and routed to administration for appropriate handling.

B. Clinical Simulation Laboratory Equipment: The Coordinator of Clinical Simulation Laboratory is responsible for:

- ✚ Maintaining inventory of all current equipment and supplies
- ✚ Ordering consumable supplies frequently used by faculty and students
- ✚ Maintaining and updating simulation equipment
- ✚ Maintaining an updated list of equipment vendors
- ✚ Maintaining the equipment check-out log

C. Procedure for Purchase of Supplies, Equipment and Technology:

1. The Coordinator will assess available simulation technology and lab equipment through:
 - ✚ Medical supply pamphlets and catalogues
 - ✚ Faculty development programs
 - ✚ Demonstrations from vendors
 - ✚ Educational materials company representatives
 - ✚ Consultation with Simulation experts
2. The lab coordinator will update the list for equipment needed for the Skill Labs each semester and provide the list to administration. Items will be listed in order of priority and will include the following information:

- ✚ Item name

- ✚ Vendor name and contact information
- ✚ Price
- ✚ Quantity
- ✚ Educational Purpose

3. The coordinator will submit a purchase order for consumable supplies to the Dean at least 2 weeks in advance.
4. Final prioritization and purchase decisions are made by administration.
5. The College dean is responsible for activation of all equipment purchase orders.
6. The coordinator is responsible for receiving, inspecting and logging equipment into the list of inventory.

D. Procedure for fixing equipment purchased clinical skills Lab

1. The Coordinator will contact the vendor, verify original warranty and arrange for equipment to be fixed or replaced by the vendor.
2. The Coordinator will seek administrative approval for any costs associated with repair of equipment not under warranty.
3. The Coordinator will maintain records on all equipment requiring service or replacement.

E. Procedure for surplus of broken or outdated equipment



The Coordinator will identify broken or outdated equipment purchased by College of Nursing that is out of warranty and cannot be fixed and notify administration.

Clinical Skills Lab Safety Policy

It is the intent of the faculty and administration in the College of Nursing – Dammam University to provide a safe learning experience for all students and provide guidelines for the development, implementation, and maintenance of a comprehensive college safety program. The following guidelines are established to provide instructions in maintaining safety for students, staff, and faculty while using the skills and computer laboratories within the College of Nursing at Dammam University. These guidelines shall be adhered to by all concerned.

General Safety Guidelines

- ✚ All faculty, staff, and students must know and practice the safety guidelines at all times while using the clinical skills labs. Failure to adhere to general guidelines can result in disciplinary action. This manual will be available in the labs and





students will be instructed to review the contents upon admission to the clinical component of the curriculum.

- ✦ All labs are locked unless occupied by faculty and/or students during class or practice. Any break in security must be reported immediately to Campus security.
- ✦ The computer laboratories are secured by an alarm system. Any break in the security alarm system in the computer lab should be reported immediately to Campus security.
- ✦ Each faculty member will be responsible for her own security code.
- ✦ Students are expected to come to lab prepared by having read the scheduled lab objectives and assignments prior to the start of the lab period.
- ✦ Students should be knowledgeable of the care, handling, and proper use of equipment prior to using it in the laboratory.
- ✦ Students should report pregnancies, recent injuries, illnesses, or surgeries, or communicable diseases to their instructors as soon as possible so that necessary precautions may be taken. A medical clearance from a physician is required before student with physical injuries, illness, surgery, pregnancy, or who has a reported communicable disease will be allowed to practice or return demonstrate in clinical skills lab.
- ✦ Each student will submit evidence of a health examination, **required laboratory studies and vaccinations** as required by the College of Nursing at time of admission to clinical nursing courses.
- ✦ Each student must submit a completed “Change in Health Status” form each semester as well as any other requirements indicated by affiliating clinical agencies.
- ✦ A syllabus will be provided for each clinical nursing course with additional clinical safety guidelines, as appropriate.
- ✦ It is the right of the instructor and/or clinical agency to determine whether a student in any of the situations above is capable of safely performing the necessary skills and providing care for patients.

A. Medication/Fluid Administration Safety

- ✦ Students will be instructed to practice and return demonstrate only those skills for which they have had prior instruction and gained familiarity with content and proper procedure. Students are expected to come to the laboratory prepared according to the prior instruction on the procedure.

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- ✚ Students should at all times practice safe techniques while learning in the skills and computer labs. Standard precautions should be followed at all times.
 - ✚ When breaking ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their face.
 - ✚ Needles provided for practice of injections are used at the skills laboratories only when faculty is present for assistance.
 - ✚ Students must demonstrate safety precautions while utilizing needles during practice as instructed in class. Any irresponsible use of needles will result in disciplinary action.
 - ✚ Students are to practice injections on the manikins provided in the skills lab.
 - ✚ Students are never to recap needles and must discard used needles in the sharps disposal container provided in the skills lab.
 - ✚ Needles and other sharp objects must not be discarded in the trash or left out openly in the lab at any time.
 - ✚ Students may return demonstrate injections and venipuncture with a partner using sterile technique. Each student will receive sterile equipment and will be directly supervised by a faculty member. **STUDENTS WILL NOT BE ALLOWED TO PRACTICE INJECTIONS OR VENIPUNCTURE ON EACH OTHER WITHOUT SUPERVISION OF FACULTY.**
 - ✚ Informed consent must be read and signed by each student with one witness and a faculty signature. Any student requesting not to participate will receive their grade by demonstration on a manikin.
 - ✚ Placebos (candy pieces, commercially prepared practi-med and water) will be used for simulation of oral/topical medications. Old medicine bottles are labeled to use when simulating preparation of an actual medication order.
 - ✚ I.V. fluids with expired dates may be used for practice and demonstration unless obviously contaminated. These fluids are NOT for internal use, but for practice with manikins only.
 - ✚ Any IV fluids and tubing which have been used will be discarded at the end of each semester.



B. Electrical Safety

- ✚ Wet materials may not be used around electrical outlets or equipment.
- ✚ Faculty and students are responsible for reporting to the appropriate faculty/staff any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment.
- ✚ No electrical cords will be left in the pathway of walking traffic. Extension cords will be properly taped to the floor if used over a walkway.
- ✚ Electric hospital beds in the skills lab will be inspected as needed for repairs.
- ✚ Electric beds shall be maintained in the lowest position.
- ✚ Only three-prong plugs that contain a ground wire should be used to power equipment in the skills labs.

C. Physical Safety

- ✚ Students will be instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting, and transferring skills.
- ✚ Student should use caution when practicing lifting skills and should not lift another student who is too heavy without assistance.
- ✚ Students practicing lifting techniques will not perform these procedures in a foolish or unsafe manner. Irresponsible behavior will result in the student's failure to pass that particular lab or dismissal from the lab for practice.
- ✚ Equipment needed for body mechanics practice (bed, wheelchairs, stretcher, etc.) will be kept in good working condition. Any broken part will be reported immediately to Skills Lab Coordinator.
- ✚ The wheels of all equipment (wheelchairs, stretchers and beds) are to be locked during practice and return demonstration.

D. Latex Warning

- ✚ Some of the equipment in the CSLs contains Latex. If a student has a known sensitivity/allergy to latex, please inform the skill lab coordinator.

- ✚ The veins in the IV arms and pneumothorax bladders contain latex. Users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex protective gloves.



Reporting of an Injury

- Any incident occurring in the skills, computer, or clinical labs during class hours must be reported to the faculty, skills lab coordinator (if appropriate), and course coordinator immediately.
 - An incident report must be filled out for the injury. The report must be signed by the faculty member and the student involved as soon as possible after the incident.
- C. Protocol for a physical injury/occupational exposure:**
- ✚ Report the incident to faculty, skills lab coordinator, and course coordinator.
 - ✚ A faculty member will assess the student/staff and administer first aid as needed.
 - ✚ Vital signs will be taken if necessary.
 - ✚ The faculty/staff/student will be assisted to the appropriate agency, or personal physician depending upon the nature of the injury. Ambulance may be called to assist in transporting a student to a health care agency depending on the severity of the injury.
 - ✚ The course coordinator will follow up with the student within 3 days. A copy of the incident report and a written follow up report will be kept in the office of the course coordinator.

“Clean” Needle Stick Guidelines

In accordance with the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly. In the event of a “clean” needle stick, these guidelines are to be followed:

- ✚ Inform the faculty immediately; render first aid as needed
- ✚ Wash hands with soap and water

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- 
- ✚ Fill out the incident response form
 - ✚ Notify the instructor to report event

As with any invasive procedure, a clean needle stick may result in complications. The following are potential consequences: tenderness, minor bleeding and/or bruising at the puncture site; and infection.

Contaminated Needle Stick or Hazardous Exposure to Blood or Blood Products Guidelines

The faculty and administration of The University of Dammam College of Nursing endorse the following “Guidelines for Nursing Students Following a Contaminated Needle Stick or Hazardous Exposure to Blood or Blood Products While in Clinical Learning Experiences.” Clinical learning sites include such settings as hospitals, clinics, physicians’ offices, patients’ homes, schools, clinical skills and simulation laboratories, and other settings where students may learn and apply nursing care/skills.

Students who have been exposed to needle sticks or to potentially infectious blood or blood products should be evaluated and have treatment initiated within two hours according to established criteria that conform to CDC standards, and University procedures. The treatment/management guidelines are as follows:



Treatment/Management Guidelines:

Upon receiving a contaminated needle stick or exposure to hazardous blood or blood products, the student will:

1. Report the incident to the clinical faculty member and the appropriate person in the lab.
2. Have the wound inspected, cleansed, and dressed.
3. Complete the appropriate institutional incident report.
4. Seek treatment intervention from King Fahd Hospital of the University or from a private health care provider within 2 hours of the exposure incident.
5. In responding to an incident in which a student experiences a contaminated needlestick or exposure to hazardous blood or blood products, the Faculty will:
 - ✚ Confirm with the student that all of the above guidelines have been done.
 - ✚ Counsel the student as needed regarding follow-up and the most recent CDC protocols.
 - ✚ Complete the College of Nursing’s “Clinical Incident Report,” (see attached form) and deliver it to the Coordinator for Student Affairs.

Cleaning of Laboratory & Equipment

- ✚ The Skills Lab Coordinator will be responsible for the disinfection and maintenance of equipment, and monitoring of the labs at all times. The Skills Lab Coordinator may delegate this task, but will be responsible for the overall performance of these duties.
- ✚ Students and faculty are responsible for the cleanliness of the lab during and after use.
- ✚ Floors, counters and furniture will be cleaned by appropriate personnel at the end of each semester and more frequently if needed. Equipment located in the skills lab will be cleaned each semester and more often as necessary with the appropriate cleaning agent.
- ✚ Linen on beds will be changed when soiled, after extensive use, and at the end of each semester.
- ✚ Bedspreads may be used more than once during return demonstration of bathing.
- ✚ Lab doors are to be locked at all times and never left unattended. The only personnel who have access to these rooms are the lab coordinator and lab manger. Faculty members wishing to use the CSLs for clinical practice will contact the CSLs Coordinator/Instructor for availability and set up.
- ✚ A variety of task trainers and models are available for student's use. Hands are to be washed and gloves worn when working with mannequins
- ✚ The CSLs should be left after use safe, neat and ready to use for the next person. Beds should be remade and left in the lowest position.
- ✚ Curtains should be folded back and bed tables are to be placed near the foot of the bed with garbage pail in place.
- ✚ Any basins, bedpans, urinals are to be washed, dried and put away in bedside tables.
- ✚ Lights should be turned off and doors locked when leaving. Students are not to be left in the labs unattended.
- ✚ Students and faculty are responsible for any broken, missing or unclean equipment. If any equipment is broken or supplies need to be restocked, please fill out a lab incident report (attached).
- ✚ Task trainers and mannequins are to be cleaned with mild soap and water only. Rinse, drain and dry. Injection pads should be squeezed to eliminate excess fluids. Powder with corn starch may be used to decrease plastic rubbing sound inside of the chest skin. Silicone spray should be used sparingly to lubricate airways.

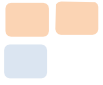
- 
- 
- ✦ Mannequins in the skill lab are kept in the bed or are on the chairs. Do not move these mannequins unless it is part of the skill assignment (i.e. lifting, moving, etc.).

Fire Emergency

In case of fire or fire emergency, the University protocol will be followed:

- ✦ Alert people in area to evacuate.
- ✦ Activate nearest fire alarm (Notify campus security officer or personnel).
- ✦ Close doors to confine fire.
- ✦ Evacuate to safe area or exit building through stairwell
- ✦ Provide emergency personnel with any pertinent information.
- ✦ Students and faculty should become familiar with the location of the nearest fire extinguishers and pull boxes for fire alarm.
- ✦ Building diagrams that indicate fire escape routes and locations of fire escapes are located in each laboratory and by fire extinguishers.

Attachments



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**College of Nursing
Clinical Skills & Simulation Laboratory**

Injury/Incident Report

Accident/Date: _____ Time: _____ Today's Date: _____

Name/Address: _____

Age: _____ Sex: _____ Telephone # _____

Details of Incident:

Nature of Injury:

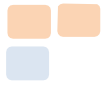
Treatment Rendered:

Referred to:

_____ Date: _____

CSL Faculty Signature

_____ Date: _____



**College of Nursing
Clinical Skills & Simulation Laboratory**

**Student's Informed Consent
Fingerstick for Glucose Testing**

As you acquire proficiency with the skill of puncturing a finger to obtain blood for glucose testing (fingerstick), you may wish to perform this procedure on yourself or have it done by another student.

This procedure is entirely optional. Whether or not you decide to participate in being the recipient of the procedure will have no impact on your grade evaluation. Practicing the procedure on one another must only be done under the direct supervision of a faculty member or demonstrator.

Only sterile lancets and fresh reagent strips from the Clinical Skills Lab will be used. The Centers for Disease Control (CDC) guidelines for gloving and the handling and disposal of lancets and blood contaminated supplies will be utilized.

As with any invasive procedure, a fingerstick may result in complications. The following are potential consequences: tenderness, minor bleeding and/or bruising at the puncture site; allergic reaction to 70% topical alcohol; and infection.

Consent

I have read the above statement and I have been informed of the potential risks involved in a finger stick. I understand that undergoing a fingerstick by me or a fellow student is voluntary. If I choose to perform a finger stick on myself or allow a fellow student to practice a fingerstick on me, I hereby agree to hold unaccountable the College of Nursing - Dammam University and its faculty and staff from any injury or complication which may result from the finger stick.

Signed _____

Please print name _____

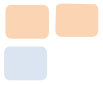
Instructor's name _____

Date _____

Witnessed by _____

Please print name _____

University of Dammam



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College of Nursing
Clinical Skills & Simulation Laboratory
Request to Borrow Equipment & Manikins

Name: _____ Date: _____

Phone Number and
Email: _____

Organization: _____

Course / Class Title and
Location: _____

Date(s) Requested: _____

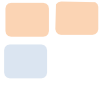
Pick-up Date/Time and by whom _____

Return Date/Time and by whom: _____

Purpose: _____

Manikins / Equipment / Supplies
Requested: _____

Clinical skill laboratory coordinator: _____ Signature : _____



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**College of Nursing
Clinical Skills & Simulation Laboratory**

Clinical Simulation Labs – Reservation Request

Name: _____ Date: _____

Phone Number and Email: _____

Department / Course Number / Faculty: _____

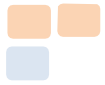
Date(s) Requested: _____

Lab(s) Requested: _____

Purpose: _____

Manikins / Equipment / Supplies Needed

Clinical skill laboratory coordinator: _____ Signature : _____



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**College of Nursing
Clinical Skills & Simulation Laboratory**

Confidentiality Agreement

As a nursing student enrolled in the College of Nursing - University of Dammam, I will be actively participating in clinical nursing simulations. I understand that the content of these simulations will be kept confidential in order to maintain the integrity of the learning experience for me and my fellow students. It would be unethical for me to share any information regarding simulation scenarios with my fellow students. I will also be observing fellow students within the clinical simulation laboratory, and I will not discuss their performance with anyone outside of the simulation laboratory.

I fully understand and acknowledge that the unauthorized release, mishandling of confidential information or inappropriate exchange of information is prohibited, and serious consequences may occur if I violate this agreement. I will exemplify the College of Nursing - University of Dammam values of integrity, respect for human dignity, and confidentiality.

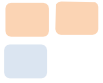
Student name: _____

Student signature: _____

Date: _____

Course : _____

Skill Lab Coordinator: _____



College of Nursing
Clinical Skills & Simulation Laboratory

Clinical Incident Report

Name of Student: _____ Date of Incident: _____

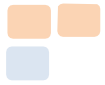
Description of Incident:

Action Taken to Treat/Advise

Student: _____

Other Incident Reports Completed (Type, Location, Etc.):

Faculty Signature _____ Date _____



College of Nursing Clinical Skills & Simulation Laboratory Clinical Simulation Lab Evaluation

Date: _____ **Course using Sim Lab** _____

Guidelines: One evaluation to be completed each semester by faculty /students for each course using the Clinical Simulation Lab for teaching/learning activities. Complete evaluation at the end of each semester or on the day of the final lab activity. Give completed evaluation to Clinical Simulation Lab Coordinator. Input should reflect issues raised by faculty/students.

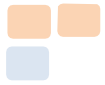
Directions: Select the response which most strongly corresponds to your perception using the following scale: **1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 5: NA**

- _____ 1. Clinical Simulation Laboratory activities facilitated student learning needs.
- _____ 2. Clinical Simulation Laboratory activities reflected course objectives.
- _____ 3. The allocation of time for Clinical Simulation Laboratory activities was appropriate.
- _____ 4. Clinical Simulation Laboratory skill content did not conflict/overlap with other nursing course offerings.
- _____ 5. The Clinical Simulation Laboratory Coordinator communicated adequately to meet faculty/student demands.
- _____ 6. The Clinical Simulation Laboratory Coordinator responded appropriately and efficiently to faculty/student needs.
- _____ 7. There was adequate faculty to support Clinical Simulation Laboratory efficiency.
- _____ 8. The Clinical Simulation Laboratory had adequate space to meet lab activity needs.
- _____ 9. The Clinical Simulation Laboratory had adequate supplies to meet lab activity needs.
- _____ 10. Clinical Simulation Laboratory technology and resources were adequate to meet lab activity needs.

Specific Strengths of the Clinical Simulation Laboratory program:

Specific Weaknesses of the Clinical Simulation Laboratory program:

Recommendations for change: _____



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**College of Nursing
Clinical Skills & Simulation Laboratory**

Nursing Skills Lab Referral

It is the goal of this referral to improve the implementation of essential nursing skills, thus promoting patient safety and comfort. Please choose skills identified to be reviewed in the text prior to attendance at the skills lab.

Students name: _____ course : _____ Date: _____

The above named student is being referred for the practice and signoff of the following skills.

1. _____
2. _____
3. _____
4. _____

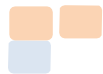
Students who do not demonstrate acceptable performance of the identified skills within ____ week(s) of the referral will not be able to continue in the course and will receive a course/clinical failure.

Course coordinator : _____

Clinical Skills Lab Coordinator : _____



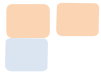
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College of Nursing Clinical Skills & Simulation Laboratory Student Evaluation Form

	S	US	NA
Safety			
✚ Performs simulated nursing skills in the lab that prevent real or potential personal harm to patients			
Knowledge			
✚ Demonstrates a theoretical knowledge base necessary for skill performance.			
Communication			
✚ Demonstrates the use of communication skills appropriate in the professional BSN role.			
✚ Keeps instructor (Faculty) informed and up-to-date.			
✚ Recognizes instructor (Faculty) as the primary individual to whom all communication must be initiated.			
Accountability			
✚ Demonstrates initiative for own performance and learning in a timely manner appropriate to the class schedule.			
✚ Assumes responsibility for own actions.			
✚ Follows directions, policies, requirements and expectations of the course.			
✚ Attends open lab during the semester.			
✚ Reports to class on time.			
Technical Competence			
✚ Performs nursing skills with reasonable dexterity and organization.			
Nursing Process			
Assessment			
✚ Collects appropriate data for skill performance in a systematic manner.			
Nursing Diagnosis			
✚ Defines nursing diagnoses based on objective and subjective data.			
Planning			
States expected patient outcomes following completion of skill.			
Implementation			
✚ Independently implements skill to a simulated patient.			
✚ Makes modifications in skill performance as necessary.			
Evaluation			

✚ States evaluation criteria based on patient goals.			
✚ Charting and Reporting			



1. Childs, J. C., Sepples, S. B., & Chambers, K. (2007). Designing simulations for nursing education. In P.R. Jeffries (Ed.), *Simulation in nursing education: From conceptualization to evaluation* (pp.1-9). New York: National League for Nursing.
2. Fanning, R. M. and Gaba, D. M. (2007). The role of debriefing in simulation-based learning. *Simulation in Healthcare* 2(2):115-125, Summer 2007.
3. Hetzel-Campbell, S. and Daley, K. (2009). *Simulation scenarios for nurse educators: Making it real*. Springer Publishing. New York, NY.
4. Hovancsek, M.T. (2007). Using simulation in nursing education. In P.R. Jeffries (Ed.), *Simulation in nursing education: From conceptualization to evaluation* (pp.1-9). New York: National League for Nursing.
5. Nehring, W. M. and Lashley, F. R. (2010). High-fidelity patient simulation in nursing education. Jones and Bartlett Publications, LLC. Sudbury, MA.
6. Policy & procedures manual, Nursing skill & simulation laboratory, Union county college. Practical nursing program 2009.

Websites:

1. American Association of Colleges of Nursing <http://www.aacn.nche.edu/>
2. International Nursing Association for Clinical Simulation and Learning <http://www.inacsl.org/>
3. Laerdal International/US www.laerdal.com
4. Simulation Innovation Resource Center (SIRC), National League of Nursing
5. <http://sirc.nln.org>

Society for Simulation in Health Care <http://www.ssih.org/public/>

