

Hogwarts Health Professions College



Application to ASPE for Accreditation in Human Simulation 2025

Introduction

The Hogwarts Health Professions College (HHPC) is pleased to submit this application to the Association of SP Educators (ASPE) for our Simulation Center (SC). This document will provide tangible descriptions and demonstration of the SC's adoption and adherence to the ASPE Standards of Best Practice which include Domain 1: Safe Work Environment; Domain 2: Case Development; Domain 3: SP Training; Domain 4: Program Management; and Domain 5: Professional Development.

General Information

Background: HHPC and the Simulation Center

HHPC, located in the Scottish Highlands, was founded in 990 AD by Godric Gryffindor, Rowena Ravenclaw, Helga Hufflepuff, and Salazar Slytherin. HHPC provides comprehensive health professions education, including classes like Charms, Potions, Herbology, and more. Students are admitted after high school and attend for seven years, taking examinations every year.

The SC provides 3 examination rooms for ambulatory care encounters, a fully equipped operating room, and 10 clinical simulation labs. All rooms are outfitted with audiovisual equipment for recording and playback. Task trainers, high-fidelity manikins, and standardized participants (SPs - lay persons trained to portray patients, family members, and members of the healthcare team) are available for teaching and assessment of essential clinical skills.

HHPC is consistently ranked among the nation's top 50 colleges by U.S. News and World Report and is a nationally recognized leader in education. Reflecting its strength in health professions education, since 2004 HHPC has received five consecutive designations as a Center of Excellence, with the last three being in advancing the science of health professions education.

Dean Albus Dumbledore has provided compelling leadership for HHPC since his arrival in 1990. An alumnus of HHPC, Dean Dumbledore is committed to advancing the health sciences professions through research and engagement with leaders, practicing professionals, and healthcare organizations. As a dedicated practitioner, teacher, and scholar, Dean Dumbledore is a passionate advocate for quality education and practice, quality patient care, and community and global initiatives to improve the health of underserved populations. His innovative ideas, unwavering high standards, and staunch support of educators and students foster HHPC's continued growth, national prominence, and international recognition.

Simulation and human simulation methodology are foundational to the school's strategic plan as it comprises an increasingly vital component of health professions education. The HHPC's faculty are international leaders in magic and simulation methodology. Professor Minerva McGonagall, Vice Dean for Academic Affairs was President of the Society for Simulation in Wizardry (SSW) from 2017-2020; Professor Pomona Sprout Assistant Professor and Director of Simulation,

contributed to the Healthcare Simulation Standards Of Best Practice (HSSOBP) and served on the SSW Board of Directors from 2006-2013; and Professor Quirinus Quirrell served on the inaugural Board of the Association of Standardized Patient Educators (ASPE), 2001-2004.

Essential Elements Encompassing ASPE Standards Of Best Practice

Domain 1: Safe Work Environment

Narrative:

Describe policies and procedure in place to assure physical and psychological safety of all individuals working or participating in any SP-based programming. This includes SPs, learners, staff and participating faculty.

Psychological and physical safety is an important aspect of simulation methodology for all participants (faculty, SPs, and students). It is the policy of the SC that Instructors monitor all participants for psychological stress during simulation events, and to address participants' concerns (see: <https://tinyurl.com/4rzfjapj>)

To reduce anxiety related to participation, all simulation events include pre-briefing, briefing, and orientation to introduce participants to the event, objectives, and expectations. Pre-briefing includes safe space concepts and how participants can ask for help if they are feeling activated (e.g., call a time out, designate section of room, etc.).

Consideration of psychological and physical safety for SPs starts with assigning roles, continues with SPs accepting roles and training, and finally, de-rolling/debriefing after simulation events. Scenarios with SPs are created in conjunction with the SP Coordinator and other SC staff to ensure faculty are aware of SP possibilities and limitations. The confidential files for each SP include any role preferences for maintaining psychological and physical safety. Initial SP training includes informing SPs they may refuse roles without being penalized for doing so. Prior to committing to a role, SPs review the case and discuss with staff any issues related to psychological and physical safety around playing the role. During training, instructions for responding to stress or discomfort (e.g., requesting time-out or leaving the simulation) are given and practiced. Scheduling events involving SPs considers the number of encounters expected and breaks throughout the event to reduce fatigue. After each event, a staff member checks in with each SP for de-rolling to ensure nothing came up that impacted their psychological or physical safety.

Facilitators must be aware some students will not demonstrate outward signs of stress but may still be negatively impacted by the simulation. All students should be asked about psychological stress following an event. SC staff noting any issues with participant stress will report these to the Director. Instructors may contact SC staff to call a backup Instructor to continue the simulation event if the Instructor needs to comfort a distressed participant. Students may be referred to the Student Success Advisor if further emotional support is needed. Mechanisms to protect the psychological safety of participants can be found here:

<https://tinyurl.com/4rzfjapj>

The SC follows Hogwarts procedure for physical safety including blood borne pathogen safety, equipment disposal, ensuring simulated equipment and medication does not leave the SC (e.g., pocket checks) and spills or slips. Physical safety issues are addressed by Instructors via required preparation prior to simulation events. Physical safety is addressed in the SC Policy and Procedure Manual: <https://tinyurl.com/4rzfjapi>

Other safety issues are addressed in the SC Policy and Procedure Manual, pages XX – XX. These include medical and non-medical emergencies.

Discuss how confidentiality and privacy is maintained at the highest possible level in all program activities and operations.

Whether online, virtual, or live, administration, faculty, staff, SPs, and students must respect the confidentiality of all participants in every simulation event. This includes all details about the simulation scenario, performance of the participants, faculty, staff, SPs, and any personal details disclosed. Confidentiality of records of performance and those used for research must follow HHCP guidelines for security and confidentiality. Confidential participant and SP information are kept in limited access digital files.

In the central office, SP lounge, and in each room of the SC, a poster prominently displayed in the front of the room reminds all participants, “It is important to keep all details of participants’ performance and the details of the simulation confidential.” This is reiterated in pre-briefings. If outcome measures are reported for assessment purposes, this must be communicated to participants prior to the simulation.

All case materials, scoring methods, procedures, and training to which SPs are exposed are considered confidential and should not be disclosed to anyone not directly related to the SC. SPs are not permitted to use case or training materials for any public or private forum including social media. This policy is described in the SP Handbook.

Any observations of SP or student performance are to be kept in the strictest confidence. Discussion of SP, facilitator, faculty, or student performance is to be limited to SC staff. Video recordings may be used for purposes of training, review of student performance, and checklist accuracy.

Confidentiality procedures for simulation can be found in the SC Policy and Procedure Manual, page XX. The Simulation Fidelity Consent and Release Form which also addresses confidentiality, is on page XX. For policies on confidentiality of research data see page XX of the SC Policy and Procedure Manual. For policies on confidentiality of performance data see page XX.

Describe SP recruitment and scheduling practices that ensure transparency of SP roles and expectations for any activity or event.

HHCP is fortunate to have a long-standing pool of experienced SPs, including SPs with disability. All SPs are provided with the SP Handbook which outlines the roles and expectations for working in the SC. All SPs are compensated at the same rate. SPs are offered shifts for simulation events via email throughout the calendar year. The SP Coordinator is the main point of contact for the SPs, and

the Coordinator keeps track of SP availability, program needs, and scheduling. SPs are responsible for responding to scheduling emails in a timely manner, and the SP Coordinator confirms the shift by adding it to the SP's schedule.

SPs are assigned subject to their willingness, availability, and suitability for a particular assignment as determined by the program and SP willingness to participate. Every effort is made by the SP Coordinator to fairly distribute the roles needed across the SP pool. Scheduling for events is on an as-needed basis; there is no guarantee of any minimum amount of work. SPs are scheduled based on the following criteria:

- Whether the case portrayal requires a specific age, gender, or physical attribute
- SP availability
- Prior experience and training
- Reliability, attendance record

More details on event scheduling can be found in the SP Handbook (<https://tinyurl.com/4rzfjapi>).

What successes and challenges did you face in meeting the standard? Describe future opportunities to improve.

We have successfully retained most of our SPs over the years. SP feedback indicates they enjoy working at HHCP and prioritize our shifts throughout the year. We also have shown that we value our SPs by successfully implementing the first pay raises since the inception of the program from \$20/hour to \$22/hour in 2024. Recruiting new SPs is usually done through word of mouth with existing SPs, and through collaboration with other simulation professionals in the area. While the community is helpful in this way, it also creates competition in scheduling SPs each semester. Many SPs work for multiple programs, and our events get scheduled later than many other schools. Collaborating with faculty to produce schedules is a challenge as they work on a different timeline from semester to semester.

Many of our SPs are over 60 years old, and we have lost some to retirement and illness, and during Covid we lost several SPs. We are always actively recruiting SPs to achieve diversity to realistically match the patient population our students encounter. One challenge is the location of the campus deeply hidden in the Highlands, out of sight for many, and where the population is less diverse. Many potential SPs who live in the city do not want to commute the distance to the campus.

We have successfully increased the demand by faculty to incorporate SPs into various simulation based education events. Additionally, we have partnered with the Theatre Department and the School of Law to work with SPs and utilize their unique skill set. We will continue to foster those interdisciplinary relationships for future growth to the program.

Domain 2: Case Development

Narrative:

Describe process of working with partners or clients to develop learning objectives and case materials detailing your process for case development. Include processes for case validation (e.g., piloting, etc.).

The design process of simulation educational activities follows the HHPC Organizing Framework. HHPC maintains commitment to academic excellence through the incorporation of professional standards of education and practice that guide present and future education locally, nationally, and globally. The curriculum was developed using current evidence and a design that reflects student-centered approaches and innovative teaching and learning strategies.

The interrelated elements of the Organizing Framework are based on HHCP's Philosophy and consist of Foundational Knowledge, Knowledge for Practice, Competencies, and Personal, Professional, and Leadership Development. These are necessary for the professional formation of HHCP graduates, who, based on the principles of health professions education, are competent, compassionate, inclusive, and motivated by a spirit of inquiry. Foundational Knowledge is grounded in liberal arts, sciences, and ethical precepts. Knowledge for Practice includes application of healthcare policy, economics, finance and regulatory environment, health promotion, disease prevention, and disease and care management concepts for individuals, families, communities, and populations throughout the world with attention to human dignity, rights and responsibilities, social justice, and solidarity in an interdependent world. The study of population and global health, social determinants of health, genetics and genomics, pharmacology, pathophysiology, and scholarship are integral to the Knowledge for Practice. Competencies, based upon the recommendations for health professions (Dumbledore, et.al, 2007), are the outcomes achieved by the graduate from HHCP that include evidence-based practice, systems-based practice, person-centered care, clinical judgement, patient care skills, quality and safety, spiritually- centered care, cultural humility, diversity, equity, and inclusion, information and healthcare technology, communication and trauma informed care. The curriculum fosters the Personal, Professional, and Leadership Development and role transition of the student to graduate. The HHCP graduate exemplifies professional values, accountability, social justice, advocacy, leadership, service-orientation, interprofessional collaboration and partnerships, life-long learning, transition to practice, and personal health, wellbeing, and resilience. Professional Formation is the tangible expression of HHCP's tradition, and commitment to scholarly inquiry and human service.

In keeping with HHCP's motto "Draco dormiens nunquam titillandus," the curriculum fosters lifelong learning, moral reflection, and commitment to service. The curriculum develops and nurtures the individual student intellectually, emotionally, spiritually, culturally, and socially in a global environment that respects all individuals and communities.

The complete design of each simulation event (modality, location, learners, objectives) is a collaboration between the Instructor (content expert) and the SC staff (process experts) using the SC design template <https://tinyurl.com/4rzfjapj>. This template borrows heavily from the ASPE design template to include other aspects of high-fidelity based simulation manikins and requirements including pre-briefing and debriefing elements. Recommendations by the SC staff are made based on best practices in simulation and SP methodology, SC priorities, objectives, and available resources.

The design of simulation events is addressed in the SC Policy and Procedure manual, pages XX-XX. Instructors interested in creating a new simulation event must complete the first two pages of the SC simulation development template describing the event and related needs for equipment at least one month in advance. The event objectives must be aligned with HHCP and SC mission statements regarding teaching and learning, meeting the needs of the learner and curriculum.

The Instructor must first contact the Director or Associate Director so they can assist with completion of the SC template. Once completed, the Director, in consultation with the Vice Dean, will determine if development of the event should move forward.

Once the event is approved, the Director or Associate Director meets with the interested party to discuss the development process, staff member roles, timelines, and specific information about the event to be developed. Using the event objectives, the best assessment modalities are selected or developed. The Directors then formulate a timeline for the event to be developed and works closely with the individual to meet the completion deadline.

The SC Operations Coordinator and SP Coordinator schedules SPs, participants, test runs (pilots) of the events, and staff to help with scenario programming and simulator selection. The Director works closely with the individual to conduct quality assurance checks of the event. After the event and prior to the next event, the Director and SC staff review the event with the subject matter experts to update and improve existing content and scenarios.

Discuss how subject matter or content experts assist with the development of materials for activities and how authenticity in cases is maintained during resource development. Describe the review and editing process supporting case development.

Individuals wishing to develop a new simulation-based event must complete and submit the first two pages of the SC design template at least one month in advance. The individual proposing the event serves as a subject matter expert for all resources including participant material, remote or in person delivery, instructor material, assessments, simulation, pre-briefing, facilitating, and debriefing. Other faculty teaching in the course provides input and face validation. During training and piloting, SPs may suggest changes to the case to promote realism and portrayal. An iterative process of editing and updating is used by the Director working with the faculty to improve the content and realism, and each case is reviewed on a yearly basis. Please see the SC Policy and Procedure Manual (<https://tinyurl.com/4rzfjapi>) for the policy on case development.

What successes and challenges did you face in meeting the standard? Describe future opportunities to improve.

The SC template was implemented about 4 years ago to aid in standardization of case development, using examples such as the ASPE template and the NLN design template. Since that time, SP and faculty feedback have provided improvements to the format. There are still older cases that need to be updated to align with the template. One challenge is continuing education of the faculty about providing adequate time for case development, validation, and piloting.

Titles/roles of common partners or program faculty involved in case development and establishing learning objectives

Please see Appendix E for biosketches of SC staff and faculty:

- Professor Albus Dumbledore
- Professor Minerva McGonagall
- Professor Pomona Sprout

Domain 3: SP Training

Narrative:

Describe review/training processes when addressing elements

Working with the SC template created for the event by the faculty member and SC staff, the SP Coordinator creates training plans that align with the context and format of each activity. The subject matter expert assists with inclusion of training resources such as videos or textbook extracts that would aid in the SP's understanding of portrayal or scoring. At present, SPs are involved in formative events and do not provide scoring or feedback for summative activities. See below for the general outline of the training process:

SC SP Training Protocols

1. Orientation:

- a. Upon completion of all HR paperwork, newly hired SPs schedule a two-hour Orientation Training Session with the SP Coordinator. During this session, newly hired SPs will get a tour of the SC, learn about SP history, performance expectations, as well as payroll and attendance processes. The SP Coordinator will provide the new SP with their schedule and discuss what to expect for their upcoming first shift.

2. Role Portrayal Training (before each event):

- a. A description of the simulation event including the level of the learners, objectives, SP responsibilities, elements of the role and of the checklist are reviewed by the SP Coordinator when SPs are recruited for the event. SPs are asked about any concerns or barriers regarding participation.
- b. The SP Coordinator sends the script and any other case specific materials (e.g., exemplar video link) via email no later than 1 week before the first training session.
- c. A minimum two-hour Zoom meeting is held with SPs (more time is allotted for multiple SPs playing the same role).
 - the script and related materials are reviewed
 - questions are addressed
 - scripts may be modified based on SP feedback (may require subject matter expert input)
 - role playing is performed with feedback (role playing includes a variety of learners i.e., “good students” and challenging students)
 - Additional training time scheduled as needed
 - the SP Coordinator meets with all SPs immediately prior to the event to review the role and address questions

3. Physical examination Training

- The subject matter experts (SMEs) conduct Zoom training with all SPs participating to review the physical examination maneuvers
- The SMEs conduct in-person training of the physical examination maneuvers
- The SMEs provide feedback to the SP Coordinator so they can assist with the SPs’ physical exam training development.
- Additional training is scheduled as needed

4. Feedback/Scoring Training (Formative Events)

- Instructors/SMEs decide if SPs give feedback when creating events
- Generally, a checklist is utilized to guide SP feedback using online scoring or paper
- SPs who are expected to give feedback receive training on the instrument (checklist, rating scale, etc.) selected by the SME prior to the event
 - The SP Coordinator reviews the instrument with the SPs

- and addresses questions
- SPs are taught how to utilize Qualtrics for online scoring via a link for at-home practice and in person prior to the event
- Staff role-play various “learners” to give SPs practice and feedback on their technique
- With multiple SPs, scores are compared and rectified to provide consistent feedback
- Additional training scheduled if needed or if SPs are not demonstrating consistency

5. Day of the Event

- The SP Coordinator prebriefs the SPs as a group to address room assignments, props, questions, or concerns. SPs are reminded to reach out to staff for any problems or concerns throughout the event.
- The SP Coordinator also checks in with each SP individually for concerns.
- The SP Coordinator watches the first performance of newly hired SPs live and completes an SP evaluation form to give feedback to the SP prior to the end of their shift.
- Other SPs are monitored randomly throughout the event or later via video and evaluated. The evaluation forms are given to the SPs and discussed.
- At the end of the event, all SPs de-role and are debriefed.

Describe how SPs are informed of key essentials of any event/activity. This should include learning objectives, SP responsibilities, key characteristics in role portrayal and understanding the checklist.

A description of the simulation event including the level of the learners, objectives, SP responsibilities, elements of the role and of the checklist are reviewed by the SP Coordinator when SPs are recruited for the event. SPs are then emailed the script and related materials which include the level of the learners, objectives, and any assessment instruments.

Address ongoing quality control efforts and initiatives. This should include consistency and accuracy of role portrayal and checklist accuracy.

Faculty, staff, students, and SPs are encouraged to adopt a quality improvement mindset and to seek ways to improve the SC processes and simulation events. Quality improvement of SC processes is documented using a Plan/Do/Study/Act approach on an Excel spreadsheet saved on the common drive. Weekly staff meetings are used to discuss areas for improvement and to brainstorm solutions. Solutions are revisited for verification of improvement. Students are encouraged to complete anonymous evaluations of simulation events at the end of each event. Course Leaders are encouraged to complete a yearly evaluation of the SC services. The Director and Associate Director meet with each Instructor after each semester to document needed areas for improvement. SPs are encouraged to give feedback on cases and processes throughout training and after each event.

SPs are evaluated by the Director and SP Coordinator during simulation events with an SP Evaluation form (Appendix G). These evaluations take place during live events or by video review after the events. SPs are formally evaluated at least once per year, but given informal, formative feedback at each event. The SP Evaluation Form is reviewed with the SP and, if time permits, the video may be accessed for review. This isn't always possible during live events because of time challenges, but the SP can be given access to their videos on request.

Discuss how SPs are trained or prepared for physical exams.

As part of initial training, SPs are prepared to be examined by learners, and instructions for responding to stress or discomfort (e.g., requesting time-out or leaving the simulation) are given and practiced. Head-to-toe physical examinations are practiced by graduate level students but do not include genital/rectal, breast, or corneal reflex examinations. Undergraduate student simulations are limited to auscultation of heart and lungs and measuring vital signs.

Physical examination Training for SPs

- The subject matter experts (SMEs) conduct Zoom training with all SPs participating to review the physical examination maneuvers.
- The SMEs conduct in-person training of the physical examination maneuvers.
- The SMEs provide feedback to the SP Coordinator so they can assist with the SPs' physical exam training development.
- Additional training is scheduled as needed.

Describe how the program reflects on operations and satisfaction both within the program and among partners and clients.

The SC team meets every Thursday. The results of quality improvement initiatives and surveys of students and faculty are reviewed and discussed. Changes are implemented and analyzed for inclusion in an Excel spreadsheet which tracks quality improvement measures and impact on the program.

What successes and challenges did you face in meeting the standard? Describe future opportunities to improve.

Faculty and students must be encouraged to complete anonymous satisfaction surveys as there is a risk of "survey fatigue" at HHCP. We provide time immediately after each simulation event and use QR codes that students can scan directly with their cell phones. The results are shared with the Instructors of the event. The SC surveys faculty via emailed links. We continue to strive for 100% participation, but realistically, a 60-70% response is typical. In the future, we are planning to formally survey our SPs for improvements to the program; however, most feel empowered to let us know their ideas and thoughts and do so after each event during debriefing.

Domain 4: Program Management Supporting Documentation

Narrative:

Provide mission statement for program. Include and vision and goals set by the program.

The mission of the Simulation Center (SC) at HHCP is driven by excellence in the science of simulation. The SC will advance participants' skills of professional knowledge and decision-making to improve population health inclusive of all persons.

The vision for the SC is to be an internationally recognized leader in simulation-based education and research.

SC Program Strategic Goals

1. Serve the health needs of our diverse society including vulnerable populations through the education of competent health professionals using best practices for simulation methodology. This is measured by the number of students engaged in simulation events each year.
2. Enhance the intellectual life and scholarly productivity of HHCP by engaging in and supporting simulation methodology research. This is measured by the number of scholarly activities SC staff support and engage in each year.
3. Assure excellence in faculty implementation of simulation methodology. This is measured by the evaluation of simulation events each year.
4. Provide leadership to the profession in simulation methodology. This is measured by activities by SC leadership and staff in professional simulation organizations each year.

Include documentation of business plans that could include financial management strategies and strategic plans.

Please see Appendix D: Strategic Plan. The fiscal practices are described in the SC Policy and Procedure manual (pages XX-XX). The SC budget is created each year in the fall by the Dean of Finance and the Director of the SC. Each fall, the Dean requests faculty assistance in preparing the budget for the following fiscal year (June 1 to May 31). The SC team, along with the Finance and Administration team, meet to review the current priorities and initiatives. These include:

- HHCP priorities and initiatives
- Strategic initiatives of the SC
- Prior year activities
- Requests for additional resources/services

The rationale for the budget is discussed, and a funding source is determined. Funding is derived from various sources including program fees, grants, endowment funds, and donor funding. The Finance and Administration team submits the request to the Dean. The Dean reviews and approves the budget proposals. The budget proposals (depending on expense type and funding source) are submitted for final approval by the Board of Trustees in late February/March.

Describe how policies and procedure for program operations are developed and the process of ongoing review.

The SC Policy and Procedure Manual was developed by the Director and SC staff guided by the Society of Simulation in Healthcare template. It is reviewed every two years by the Simulation Advisory Committee, made up of stakeholders including faculty and administration. Policies may be updated and reviewed on an ad hoc basis as need arises by the Director and the Simulation Advisory Committee. The SP Handbook was developed by the Director, SP Coordinator, and senior SPs and is updated on a yearly basis or as needed on an ad hoc basis.

Include process of quality control review and how quality control initiatives are implemented.

Faculty, students, staff, and SPs are encouraged to adopt a quality improvement mindset and to seek ways to improve the SC processes and simulation events. Quality improvement of SC processes are documented using a Plan/Do/Study/Act approach on an Excel spreadsheet saved on the common drive. Weekly meetings are used to discuss areas for improvement and to brainstorm solutions. Solutions are revisited for verification of improvement. Students are encouraged to complete evaluations of simulation events at the end of each event. Instructors are encouraged to complete a yearly evaluation of the SC services. The Director and Associate Director meet with each Instructor after each semester to document needed areas for improvement.

SPs are evaluated on portrayal by the Director and SP Coordinator during simulation events with an SP Evaluation form. These evaluations take place during live events or by video review after the events. SPs are formally evaluated at least once per year, but given informal, formative feedback at each event. The SP Evaluation form is reviewed with the SP and, if time permits, the video may be accessed for review. This isn't always possible during live events because of time challenges, but the SP can be given access to their videos on request. Accuracy of SP feedback for formative events is assessed by comparing scores across SPs for patterns in scoring, and by checking videos for accuracy.

Explain efforts to enhance diversity and inclusion across program workforce (staff, SPs, etc.)

HHCP's diversity initiatives are applicable but not limited to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; transfers; social and recreational programs; layoffs; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Work/life balance through flexible work schedules to accommodate employees' varying needs.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.
- All employees have a responsibility to always treat others with dignity and respect.

- All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the campus, and at all HHCP-sponsored events.
- Employees who believe they have been subjected to any kind of discrimination that conflicts with the HHCP's diversity policy and initiatives can seek assistance from a Human Resources representative.

The SC's program actively integrates diversity, equity, inclusion, and belonging (DEIB) principles into its simulation scenarios, ensuring that all participants, regardless of their background, are treated with dignity and respect. To ensure the full integration of DEIB into all areas of the department, it is essential to go beyond institutional policies and embed DEIB practices into the daily operations, exercises, and curriculum. This is achieved through:

- Developing simulation-based scenarios that reflect our diverse patient populations, including race, gender, sexual orientation, socioeconomic status, and ability. These scenarios address the unique challenges and health disparities faced by different communities, promoting culturally sensitive patient care by participants.
- Diverse representation in simulation staffing: Ensuring that simulation educators, facilitators, and SPs represent a variety of backgrounds and perspectives. This promotes a richer learning environment where diverse voices are heard, and different experiences are brought to the forefront.

By weaving DEI into the fabric of the simulation lab's operations and curriculum, the SC fosters an environment where diversity and inclusion are practiced actively, ensuring that all simulation-based exercises contribute to the development of culturally sensitive healthcare professionals.

Describe how confidentiality is maintained across all program operations. This should include events and activities, as well as overall operations (e.g., data storage, employee/independent contractor information, learner data and information, etc.).

Whether online, virtual, or live, administration, faculty, staff, SPs, and students must respect the confidentiality of all participants in every simulation event. This includes all details about the simulation scenario, performance of the participants, faculty, staff, SPs, and any personal details disclosed. Confidentiality of records of performance and those used for research must follow HHCP's guidelines for security and confidentiality. Confidential participant information is kept in limited access digital files. HCCP's policy on confidentiality and storage of files can be found here: <https://tinyurl.com/4rzfjapi>

Printed and digital information related to simulation events may be classified as sensitive or public information. System files are restricted and cloud based so that only the appropriate individuals have access. New levels of appropriate access for simulation events by Instructors are determined before the start of the semester. The level of appropriate access to SC operations information is determined by the Director. Sensitive information from SC systems to personally owned or other non-HCCP devices is not allowed unless the device is secured in accordance with HCCP policies and standards.

Policies regarding record and data retention for research are found on pages XX – XX of the SC Policy and Procedure Manual (“Research”). Employee personal information (SPs are employees) is classified as sensitive and is protected by Human Resources. SP contact information is protected by levels of electronic security such as single sign on and password protection and can only be accessed by authorized SC staff.

In the central office, SP lounge, and in each room of the SC a poster prominently displayed in the front of the room reminds participants, “It is important to keep all details of participants’ performance and the details of the simulation confidential.” This is reiterated in pre-briefings. If outcome measures are reported for assessment purposes, this must be communicated to participants prior to the simulation.

Confidentiality procedures for simulation can be found in the SC Policy and Procedure Manual, page XX. The Simulation Fidelity Consent and Release Form which also addresses confidentiality is on page XX. For policies on confidentiality of research data see page XX of the SC Policy and Procedure Manual. For policies on confidentiality of performance data see page XX.

What successes and challenges did you face in meeting the standard? Describe future opportunities to improve.

We have experienced challenges finding diverse, realistic manikins for our scenarios; however, manufacturers are beginning to improve their offerings, and we recently purchased a new manikin depicting an elderly Black female. We are challenged by recruiting diverse SPs who will commute to our campus. We have experienced success in incorporating DEIB principles in newer simulation events, working with SPs from communities who are historically marginalized to develop cases and improve older ones.

Include staff listing with defined roles

Please see Appendix F for job descriptions and biosketches. The SC staff includes:

- Director
- Associate Director
- Simulation Operations Administrator
- Simulation Operations Technician
- SP Educator
- Clinical Skills Specialist (.5 FTEs)
- (4) Simulation Faculty Facilitators (.25 FTEs)
- (5-7 undergraduate, 4 graduate) Student workers (120 hrs/semester)
- (23) Standardized patients:
 - 10 are individuals from marginalized communities
 - Age range that can be portrayed is 15 – 80 years of age
 - 10 are women, 1 is gender nonconforming

Domain 5: Professional Development

Supporting Documentation

Narrative:

Include process of ongoing encouragement and review of professional development achievements across all staff and SPs.

SC staff are formally evaluated in a one-to-one meeting with the Director or Associate Director twice per year. This is documented in the HCCP Performance Management portal where progress on goals, participation in development opportunities, areas of achievement and needs for improvement are outlined. Staff also provide written self-reflection on their performance in the portal.

Topics of interest are shared with all SPs via a binder of newsletters and articles located in the SP lounge. SPs are encouraged to take advantage of LinkedIn Learning, part of their benefits as employees. Healthy Simulations is another website suggested to SPs for content related to simulation and SP development. Participation in these offerings are discussed throughout the year with individual SPs.

Discuss current institutional support for professional development opportunities for the staff and SPs.

HCCP offers a myriad of online continuing education opportunities for employees and through free membership to LinkedIn Learning. Attendance to all professional development activities is documented in the yearly evaluation system. The Director, Associate Director, and Clinical Skills Specialist must complete 30 hours of CEU per year and document this in the HCCP system. SP participation is tracked by the SP Coordinator.

The staff have attended continuing training sessions once per quarter during staff meetings. Webinars offered through Healthy Simulation and ASPE are also utilized.

HCCP provides funding for attendance at professional meetings via a form to be completed and approved by the Dean. SPs are compensated for their time spent on professional development, up to three hours per year (one per semester). The Director and Associate Director attended the annual SSW conference in 2024, and the Director attended in 2025. The Director and Coordinator attended the annual ASPE conference in 2024 and will attend in 2025, and the Associate Director attended the annual INACSL conference in 2024. Following these organizations' meetings, the attendees report back to the SC staff and SPs about information gleaned that is pertinent to simulation and SP methodology and the SC.

Discuss past, current and future scholarly opportunities which allows for dissemination of best practices in SP methodology (innovations, enhancements and research).

The Director is a member of SSW, ASPE, and INACSL and the Muggles SP Consortia and is active on committees for ASPE and SSW. The Associate Director is a member of SSW and on the board of the Muggles Simulation Consortia (MSC). The Vice Dean has served in the past as president of SSW.

The Director is a member of two SSW committees and serves as an abstract reviewer and one committee for ASPE. The Associate Director serves on the conference committee of MSC. The SP Coordinator is a member of ASPE.

In 2024, the SC in conjunction with the Health Care Professional Development Program planned and hosted the inaugural Simulation Institute at HHCP. This one day regional meeting offered continuing education credits for presentations and workshops for regional simulationists across the health professions. It was attended by 50 individuals from hospitals and health professions programs/colleges. The Simulation Institute will be offered yearly at HHCP, and the next date is May 1, 2026. SPs may attend free of charge.

Discuss pathways for mentorship across program staff and SPs.

SPs who demonstrate excellence in attendance, performance, and accuracy have opportunities to be mentored and participate in case development and quality assurance. Mentoring of the SPs is done by the Coordinator, Director, and other senior SPs who serve in these roles. Currently, there are five senior SPs.

Staff are mentored by the Vice Dean, Director, and Associate Director. One-on-one meetings take place regarding career development and advancement. Opportunities to participate in simulation-based research are offered working with faculty mentors. The Associate Director and Coordinator are serving on research grants currently conducted by faculty members.

What successes and challenges did you face in meeting the standard? Describe future opportunities to improve.

"You can lead a horse to water" but you can't force staff or SPs to engage in development opportunities if they are not interested or do not have the time. Many of our SPs work at various other programs around the area and are quite busy. Staff involvement in professional development has been more successful, with staff members taking advantage of free webinars and attending sponsored national conferences. Three staff members have been promoted, and one will be promoted during the next cycle.

Provide examples of team-building activities promoting wellness, time management, etc.

The Dean holds staff retreats to review goals and opportunities within HHCP and to foster camaraderie between staff and faculty. HHCP has a committee on Health and Wellness that throughout the year offers webinars, tea parties, and other events for team building and wellness for employees. All employees have access to eM Life to access on-demand and live, expert-led mindfulness classes held multiple times a day. Instructions on how to access this benefit are posted in the SP lounge.

Yearly, a team-building meeting is held with all SPs to review updates and air concerns. A two-hour event reviews a targeted skill (e.g., giving feedback), and then refreshments are served, and SPs are given time to mingle with each other and SC staff.

Include any evidence of scholarship in SP methodology

Selected Publications by SC Faculty and Staff:

1. Dumbledore, A. & Sprout, P. (2025). Dragon simulation via AI: a retrospective review. *Simulation in Magic*, 22(4). 234-250.
2. Slughorn, H. (2025). Using immersive reality to improve wound care for Muggles. *Health Professions Magic*, 12(3). 355-365.
3. Quirrel, Q. & Lockhard, G. (2025). A mixed-method study of virtual reality and standardized participants. *Simulation in Magic*, 678-700.

APPENDIX A: SC Policy and Procedure Manual

<https://tinyurl.com/4rzfjapi>

**APPENDIX B: SAMPLE Scenario Development Template
Simulation Design Template**

Course: _____

Course Leader/Faculty: _____

Date of case development: _____

**Date of scheduled
event(s):** _____

Needs assessment:

Course Objectives:

**Simulation Purpose (summative/formative/teaching/research) and
Objectives: Knowledge, Skills, Attitudes**

Purpose:

Knowledge:

Skills:

Attitudes:

Event format:

☐ Standardized patient(s)
☐ Simulation mannequins
☐ Task trainers
☐ Virtual reality

- ☐ Zoom
- ☐ Hybrid mannequin/SP
- ☐ Other (describe):

Learner's prerequisite knowledge and skills:

Case authors:

Summary of simulation situation:

List of learner assessment instruments used: (e.g. SP checklist, post-encounter note, quiz)

Event format: (e.g. small group, individual, multi-station OSCE, duration)

APPENDIX C: SAMPLE Strategic Plan

HCCP Simulation Center Strategic Plan 2023 - 2027

Vision

For the SC is to be an internationally recognized leader in simulation-based education and research.

Values

- Diversity: a global perspective and an informed respect for the differences among peoples and cultures.
- Dedication to the highest academic standards.
- Developing and nurturing the whole person.
- Fostering student active engagement, critical thinking, life-long learning and moral reflection.
- Affirming the intrinsic good of learning, contemplation, and the search for truth; supporting a curriculum that encourages both.
- Committing to the common good and applying the knowledge and skills of faculty and students to better the human condition.

SC Program Strategic Goals

1. Serve the health needs of our diverse society including vulnerable populations through the education of competent professionals using best practices for simulation methodology. This is measured by the number of students nurses engaged in simulation events each year.
2. Enhance the intellectual life and scholarly productivity of HHCP by engaging in and supporting simulation methodology research. This is measured by the number of scholarly activities SC staff support and engage in each year.
3. Assure excellence in faculty implementation of simulation methodology. This is measured by the evaluation of simulation events each year.
4. Provide leadership to the profession in simulation methodology. This is measured by activities by SC leadership and staff in professional simulation organizations each year.

Projects

- Develop and implement virtual reality across the curriculum (1, 3, 4)
 - Responsible: Associate Director
- Hire and maintain diverse SPs (1)
 - Responsible: SP Coordinator
- Improve use of systems for data capture and sim events (3, 4)
 - Responsible: Director, Associate Director, Simulation Ops Technician, IT
- Improve faculty debriefing skills (1, 2, 3)
 - Responsible: Director, Associate Director, Vice Dean
- Improve and expand SC space to accommodate an increase in students (1, 3, 4)
 - Responsible: Director, Dean, Vice Dean
- Participation in Simulation Methodology Research (2)
 - Responsible: Director, Associate Director
 - Simulation Research projects:
 - Magic with dragons
 - Immersive reality
 - Wound care in Muggles

Stakeholders

- Leadership Team
- Students
- Faculty
- Staff
- Clinical Partners
- Patients

Support

- Leadership Team
- Development Office
- Faculty and staff

Challenges

- Local competition for clinical sites and increased need for simulation
- Implementation of new curriculum Fall 2024
- Increased enrollment 2024-28
- Fixed space: no room to expand on ground floor, other space needed
- Funds needed for expansion/renovation
- Limited staffing
- Lack of diversity in surrounding area

Key Performance Indicators (KPIs)

2023:

- Maintain new diverse SPs: loss of one SP to retirement

- Expanded use of SPs into the curriculum: additional activities added to undergraduate and graduate program
- Funding and approval for at least one staff member: addition of Sim Tech position
- Faculty development expanded to two courses: completed
- At least two courses using VR: completed
- AV system installation: completed
- New study space area: completed

2024:

- Expanded use of VR into the curriculum: completed
- Research published: completed.
- Initiate new simulation course for graduate students
- Faculty development expanded into at least 3 courses
- At least one new faculty member with CHSE designation: completed
- Fully electronic data capture for evaluation purposes: completed
- Architectural plans for expansion for fundraising: completed

2025:

- Funding identified for enhancing SC space
- At least one new faculty member with CHSE designation
- Faculty development expanded into at least 4 courses
- Collaboration with clinical partners on simulation events
- Participation in national/international simulation conferences
- Research published

2026:

- Construction plans finalized for SC
- Plans for alternative simulation space during construction identified
- At least one new faculty member with CHSE designation
- Faculty development expanded into at least 5 courses
- Participation in national/international simulation conferences
- Research published

2027:

- Construction initiated for SC expansion
- At least one new faculty member with CHSE designation
- Faculty development expanded into at least 6 courses
- Expanded collaboration with clinical partners on simulation events
- Participation in national/international simulation conferences
- Research published

APPENDIX D: Organizational Charts

NOTE: Insert your organization's charts here or use a link

APPENDIX E: Job Descriptions

NOTE: for sample purposes, only 2 descriptions are provided. Please include ALL job descriptions for your center.

PART I: JOB INFORMATION

Position Title: Standardized Participant Educator (SPE)

Reports To: Associate Director, Simulation Center

Department: Simulations

Band:

Status: FT ☒

PT ☐

Exempt ☐

Nonexempt ☒

Date Drafted: 11/5/2024

Drafted By: Minerva McGonagall

Date Approved:

Approved By: Dean Dumbledore

PART II: POSITION SUMMARY: The Simulation Center (SC) Standardized Participant Educator (SPE) in HHCP recruits, schedules, trains, and evaluates the standardized participants (SP) and provides operational and administrative support, ensuring effective and efficient operations for the SC. The SPE promotes high standards of excellence, following best practices in standardized participant (SP) and simulation methodology, and is a liaison for the SC with the campus community and the public.

Titles of Positions Supervised: SPs, Student Employees, Peer Mentors, Graduate Assistants, Tuition Scholars

PART III: ESSENTIAL JOB FUNCTIONS (Basic/Critical Responsibilities/Duties)

% of Time

45% **Coordinate Standardized Participant Simulation Activities**

- Responsible for recruiting, hiring, scheduling, training, evaluating, supervising, and payroll processing for SPs. Track hours and availability. Schedule SPs based on contractual obligations and C needs for programs, interprofessional education, the health care professional development program, research, and all related events.
- Assist with case and scenario development and managing SC-specific calendar for SPs, scenario training, teaching, and testing, and all daily activities.
- Track accounts and budget for SPs. Project future semester SP needs and activities.
- Set up and take down simulation events and SC events, audiovisual recording equipment, simulation technology, and ensure all are in good working order.
- Interface with AV system and scheduling software for all simulation experiences. Assist with the operation of the audio-visual system, computer, simulation manikins, and equipment. Coordinate, meet, and communicate with faculty members/course leaders about course curriculum and required SP time. Provide faculty report on SP activity.
- Update SP and equipment set up lists each semester in conjunction with other staff and faculty.

30% **Support Peer Mentors, Student Employees, Graduate Assistants (GAs), and Tuition Scholars (TSs)**

- Assist with training and delegating responsibilities to student employees, Peer Mentors, Graduate Assistants, Tuition Scholars.
- Coordinate remediation and deliberate skills practice for students in conjunction with Graduate Assistants, Tuition Scholars, and Peer Mentors.

20% **Support SC Operations**

- Assist in maintaining supply inventory including purchase and storage of supplies and equipment. Assist in maintaining supply/storage closets in orderly fashion.
- Oversee equipment signed out to students and faculty (diagnostic sets, diagnostic bags; home health bags; health promotion and technological or other equipment). Ensure resolution of problems to meet all SC operational needs and requirements.
- Maintain strong working relationships with Facilities Management, Custodial Services, Public Safety, Finance, IT, etc. Report SC facility issues to the appropriate departments., purchases, account payables. Provide high-quality customer service for faculty, students, staff, and other departments such as IT, Facilities Management, Custodial Services, Public Safety, Finance, etc.

PART IV: NONESSENTIAL JOB FUNCTIONS (Less Critical Duties etc.)

5% Perform additional duties and assist with special projects as assigned

100 % ***PARTS III and IV COMBINED MUST EQUAL = 100%***

PART V: POSITION SPECIFICATIONS

1) **Minimum** requirements:

Formal Education

- Bachelor's Degree

Work Experience

- Minimum two years of related work experience required.

Work Skills: (e.g., written and verbal communication skills)

- Must have excellent written and verbal communication skills and strong attention to details. Must convey a highly professional demeanor, be a team player, and demonstrate excellent customer service skills. Must have the ability to handle a fast-paced environment and manage multiple projects/tasks with varied deadlines and frequent interruptions. Must be able to work independently and be a strong problem solver.

Specific Job Knowledge: (e.g., knowledge of principles and procedures related to field and area)

- Microsoft Office programs knowledge required.

Equipment Knowledge:

- Knowledge of Microsoft Office programs required. Knowledge of audio-visual

recording system, LCD Projectors preferred. Willingness to learn manikin and audio visual software and camera operations required.

2) **Preferred** qualifications:

Formal Education

- Master's degree

Work Experience

- Previous experience in SP methodology in the health care field preferred.

Work Skills (e.g., written and verbal communication skills)

Specific Job Knowledge (e.g., knowledge of principles and procedures related to field and area)

- Knowledge of various computer and software tools for simulation and AV, LCD projectors preferred.
- Simulation manikin experience preferred.
- Theater background a plus.
- Experience in a health care related environment a plus.

Equipment Knowledge

-

Other

-

3) **Working Conditions/Environment: (conditions, if known, which may impact the incumbent working in this position)**

- a.) **Tools, machinery and equipment used:** Audiovisual recording system, computers, full body sized manikins, varied medical equipment (solution pumps, monitors, specialty equipment).
- b.) **Environmental conditions: (any unusual/adverse conditions such as exposure to chemicals, noise, illumination, air quality, weather exposure etc.)** Possible exposure to infectious diseases. Exposure to chemicals for cleaning and disinfecting.
- c.) **Physical requirements: (items such as lifting, pushing, pulling, standing or sitting for extended periods of time, manual dexterity, walking etc.)** Assist with lifting/moving full body sized manikins in excess of 25 lbs., medical equipment, beds, wheelchairs, tables, carts, audiovisual equipment. Requires manual dexterity to manipulate equipment and standing for long periods of time.

This position description outlines the general nature and level of work assigned to individuals who function in this job. This description is not exhaustive; other duties and responsibilities may be assigned. Staff employees are vital to the mission of HHCP. Accordingly, HCCP confidently expects that all employees will so comport themselves as to assure the continuance and enhancement of HCCP's high purpose, traditions and community ideals.

Standardized Participant Position Description

Standardized participants (SPs) are individuals trained to simulate medical conditions or portray a family member or member of the health care team accurately and in a standardized way, to accurately document learner performance and accurately rate interpersonal communication.

Duties and Responsibilities:

Following a period of training, SPs will have the following general responsibilities:

- Portray patients, family members, or health care professionals in an accurate, standardized way.
- Observe and accurately document student performance on skills checklists and rating scales.
- Provide debriefing and/or direct feedback to students regarding interpersonal communication and physical examination skills.
- Participate in training for roles to be portrayed. Training can be on site via Zoom, or through at-home preparation via learning materials sent from the SC team. All SPs will receive training as appropriate for their roles.
- SPs are required to dress as appropriate to their role (e.g. patient gown, robe, scrubs, lab coat, etc.).
- SPs are required to undergo physical examinations by students as part of the students' training.
- All SP sessions are video recorded, and the SP must give written permission for such recording for use in educational and research projects.
- All SPs will undergo continuous quality assurance through video review.
- SPs will perform additional duties and assist with special projects as assigned.

Minimum Qualifications:

- High school graduate or equivalent
- Ability to read and write in English
- Must have e-mail access and ability to use a PC and internet
- Ability to pass background checks and child abuse clearance
- Preferred Qualifications:
 - At least one year of experience as an SP is preferred.

Physical Requirements and/or Unusual Work Hours:

- SPs are required to dress as appropriate to their role (e.g. patient gown, robe, scrubs, lab coat, etc.).
- SPs are required to undergo physical examinations by students as part of the students' training.
- Hours are varied and sporadic. A minimum number of hours cannot be guaranteed.

Special Message to Applicants:

This is a pooled position. Applications will be reviewed as the need arises for Standardized Patients.

APPENDIX F: Biosketches for Staff and Faculty

NOTE: It's helpful to provide this type of form to faculty and staff to complete.

Name:		
Title/Position:		
Brief Narrative of Simulation Experience (250 words or less)		
Background		
	Item	Date of Completion
Degree(s):		
Licensure(s):		
Healthcare Simulation Certification(s):		
Healthcare Simulation Training:		
Scholarship in Simulation Activities		
Articles (citations)		
Textbooks/textbook chapters (citation)		
Other media (citations/webpages/listing/etc.)		
Simulation Organization Memberships and Participation		

APPENDIX G: **SAMPLE** SP Evaluation Form

SP Name: _____ Performance Date: _____ Live/Video
 Evaluator: _____ Case: _____ College/Entity: _____

Performance Accuracy					
		Yes	No	N/A	Comments/Examples
1.	In position before learner enters matching case materials				
2.	Delivers Opening Statement matching case materials				
3.	Affect matches case materials				
4.	Delivers standard question(s)/challenge(s) matching case materials				
5.	Withheld information unnecessarily*				
6.	Volunteered information*				
7.	Delivers case details accurately				
8.	Stays in role throughout encounter				
9.	Avoids challenging/testing student				
10.	Portrays physical findings accurately matching case materials				
11.	Appearance (dress, posture, facial expression, moulage) matches the case materials				
	Performance Score				
Feedback after the consultation					
<input type="checkbox"/>	Check here if SP Feedback is not required	Yes	No	Comments/Examples	
12.	Gave feedback about communication skills				
13.	Uses examples from the encounter (actions/words used by the learner)				
14.	Identified what the learner did well				
15.	Avoided comparing learner with other learners				
16.	Avoided personal stories or examples				
17.	Was respectful				
	Feedback score				

*If yes for items 5 and/or 6, example must be documented.

Comments: