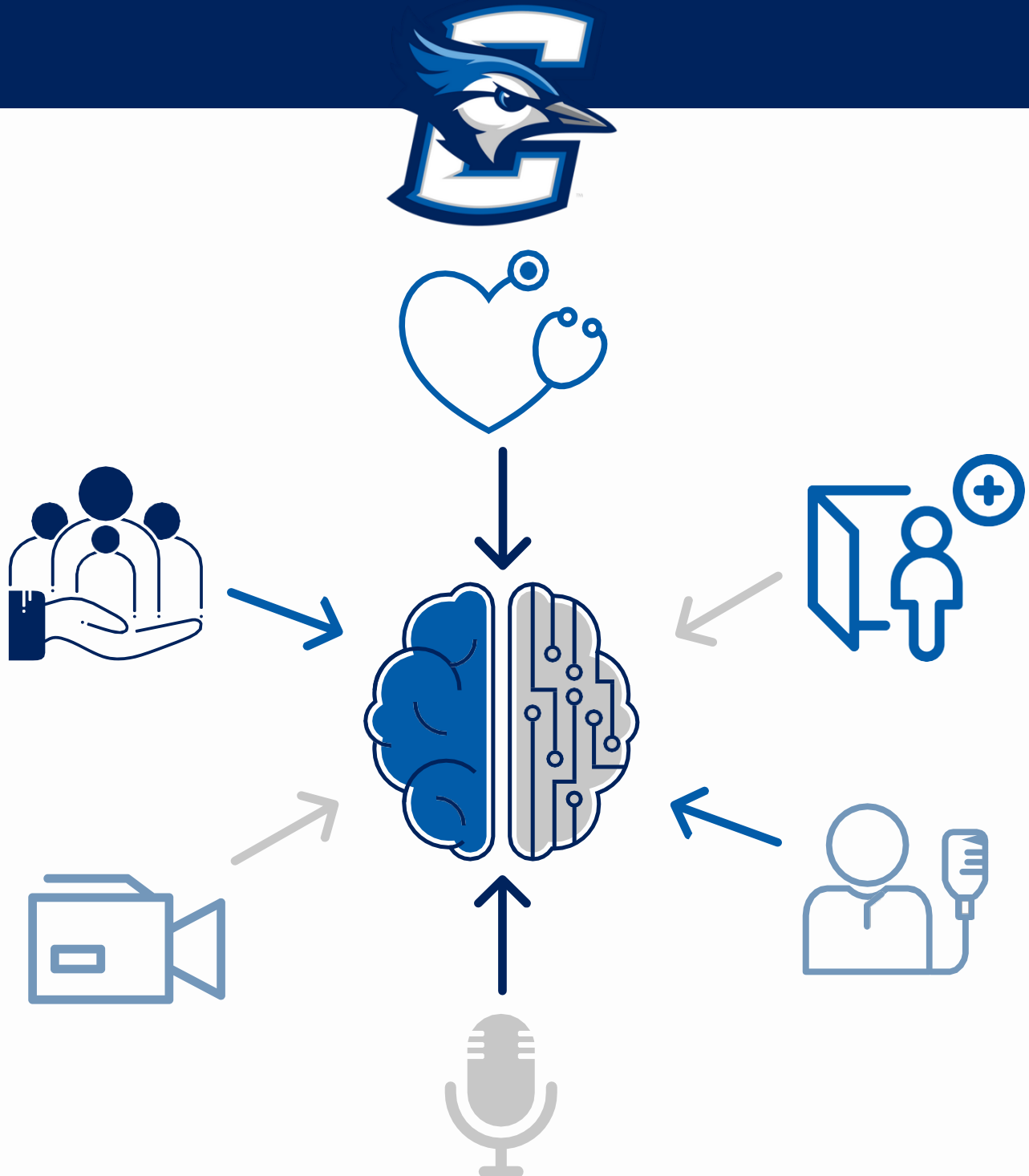


# Creighton University Phoenix Health Science Campus

## Standardized Patient Handbook



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## Welcome

Thank you for your interest in our Standardized Patient (SP) program at Creighton University – Phoenix Health Sciences Campus.

Our building opened in 2021 and has 195,000 square feet (about twice the area of a Manhattan city block) with 35,000+ square feet of simulation space and 10,000 square feet (about twice the area of a basketball court) of student collaboration space. State-of-the-art simulation labs and instruction rooms support student learning, collaboration, and growth. We have 16 Standardized Patient simulation exam rooms equipped with hospital-grade features, a trauma simulation room, 10 high-fidelity simulation areas, plus an expansive outdoor terrace along with other spaces created to stimulate collaboration throughout our facility.

School programs offered include medicine, nursing, pharmacy, occupational therapy, physical therapy, and physician assistant. We provide a robust learning environment in a simulated, non-threatening, and safe clinical setting. This is the starting point for teaching and assessing skills, knowledge, and behaviors for our healthcare students as they learn by practicing their clinical and communication skills. Verbal and written feedback is given to learners and provides a basis for self-reflection and improvement.

## Mission Statements

**Creighton University** - Creighton is a Catholic and Jesuit university committed to excellence in undergraduate, graduate, and professional learning.

- As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.
- As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.
- Creighton's education embraces several colleges and professional schools and is directed at the intellectual, social, spiritual, physical, and recreational aspects of students' lives and to the promotion of justice.



## Department for Simulation Education

### Vision

To serve the world in leading interprofessional healthcare simulation education and research that focuses on “cura personalis” or care for the entire person.

### Mission

Guided by the Jesuit traditions of Creighton University, we offer exemplary evidence-based, learning experiences that prepare our learners to succeed in collaborative, team-based health care.

### Values

Our values are aligned with those of Creighton University.

**Active Engagement:** Pursuing a unity of heart, mind, and soul, we create spaces for learners to participate as their whole selves, actively shaping their own educational experiences. This fosters a guided, learner-centered approach where open-dialogue is encouraged, mistakes are expected, and passions are ignited.

**Continuous Improvement:** We start our place in forming and educating agents of change by being open to change ourselves. With a commitment to bring forth our best efforts, we adopt a spirit of process improvement, developing educational experiences based upon current evidence-based research as well as feedback from our community.

**Interprofessional:** Our commitment to women and men for and with others, means acting in selflessness to bring out the best in everyone. We develop healthcare leaders by fostering an interprofessional community approach to education where all professions and people are graciously engaged with respect, honesty, and equity.

**Knowledge Diffusion:** As we pursue Magis or “more”, we celebrate curiosity by actively participating in research endeavors that add to the growing body of knowledge of healthcare simulation. We ask questions, experiment, and never stop learning. We use our knowledge to serve as a resource to train, mentor, and encourage those we serve.



# Introduction to the Standardized Patient (SP) Handbook

This handbook is your guide to the rewarding and exciting world of working as an SP in the clinical education and training of our student learners. Our user-friendly design will help answer questions you might have along the way. Please refer to the table of contents for information on a particular topic or just browse this handbook in its entirety. Relevant information is included regarding how to become an SP, different types of SP work, as well as Creighton University's expectations, rules, and code of conduct. If you have additional questions or need clarification, please contact the SP Program Manager at [MartinZavala@creighton.edu](mailto:MartinZavala@creighton.edu) or 602-812-4614. We are happy to help you navigate your way through the SP program.

## Definition of Terms Used

**Standardized Patient, Simulated Patient, and Simulated Participant (SP)** are used interchangeably to describe the work of SPs. While there are some slight nuances, the term **SP** refers to all work conducted by a human carefully recruited and trained to simulate a patient in a realistic and repeatable – or standardized – way. The standardization of SPs pertains to the degree of consistency and accuracy of each person portraying the patient's case (role) as well as between SPs portraying the same case. It is extremely important that all SPs behave in a highly repeatable or standardized way to provide each student with the same level of experience. SPs are trained to portray the roles of patients, family members, healthcare professionals, clients, etc. SPs provide learners a robust opportunity to practice what they have learned as well as to be evaluated and assessed on these skills in a safe simulated clinical setting.

**Actor** is sometimes used to refer to an SP but there are differences. Actors fulfill the objective of the director and perform for the audience's entertainment; SPs are trained to fulfill the learning objectives of the faculty partnerships and perform for the education of the learner.

*“In healthcare simulation, actors may be hired to perform in an educational activity; however, as SPs, they are doing something different from actors. They are part of an educational team, focused on fulfilling the learning objectives of a simulation activity in service to learners.”*

The Association of Standardized Patient Educators (ASPE), Standards of Best Practice (SOBP)

In this handbook, we refer to all as **SPs**.

**Learners, Students, and Student Learners** are sometimes used to mean the same group. Learners can also be trainees, participants, examinees, or candidates. All are called **Learners**.



**Programs, Events, and Program Events** are equivalent terms and many times used interchangeably in various contexts. All three refer to the actual planned occurrence of the student learning activity. For clarity, we refer to all as **Events**.

**Patient Encounter, SP Encounter, and Encounter** all pertain to the specific SP/student interaction or visit and are used interchangeably. All are defined as an **Encounter**.

As an example: You are hired to work on the Peter Jones program and have your first encounter with student Mary.

**Case Facts, Patient Cases, and Scripts** are synonymous with the same document. Case facts are represented as patient cases (scripts) created by clinical faculty and other simulation team members. These contain the basis of why the patient is seeking medical attention (chief complaint), medical data and other vital information. Case facts may contain an evaluation/checklist which is what you will fill out after the patient encounter. For simplicity, we refer to all as **Case Facts**.

## Communication Preference

The preferred method of communication at Creighton University is email. This includes recruitment notices, offers to be hired, case facts, working schedules and other essential information. Please reply to and acknowledge receipt of all email documentation. This two-way communication helps to prevent confusion. Please make sure to keep an eye out for emails with the extension @creighton.edu; otherwise, important, and time-sensitive emails might end up as junk/spam.

Please Note: If you are unable to attend or have to call out from a scheduled event (especially if its within 24 hrs of the event) – please **Call and Email** the simulation team member who initiated contact as soon as you are able.

If any of your contact information has changed (phone number, email addresses, home address) please let us know so we have the most current way to contact you.

## The Role of an SP

The role of an SP serves as a positive influence on the clinical education and training of our future healthcare professionals. Your compensation depends on the nature of the work and invasiveness of the physical examination. \$25.00/hr for any training at home or work at the Creighton Health Sciences Campus, if you have any questions on compensation or what will be compensated feel free to reach out to the SP Manager. Please don't accept SP work based on how much money it pays. Your qualifications and interest in helping with the clinical education of our healthcare professionals should be your main motivation!





SPs are extensively trained to provide medical background, physical condition, and patient emotional state accurately and consistently. SPs are interviewed and examined by many different healthcare learners and provide a unique opportunity for them to practice, observe, and receive constructive feedback in a clinically safe learning environment.

As an SP, you will be required to memorize case facts and portray this information as your own personal medical, family, social history during your encounter with the learners. Although you might have different responses from the case facts, it is imperative you answer from the perspective of the patient you are portraying. This keeps the case facts standardized among all the other SPs portraying the role as well as providing learners with the same information.

SPs must be able to consistently portray the patient's mental and physical conditions, while recalling the clinical skills, behavior, and techniques of multiple different learners. This is not an easy task! As you will be needing to provide feedback as the patient after each encounter. Playing a patient case is extremely repetitive because the same portrayal must be done for every student during that program. This can become difficult as there are different ways of asking the same question.

Acting experience is not considered a prerequisite for working as an SP. While actors may work as SPs, the goal is to provide learners with an **educational experience and quality feedback** rather than a performance or dramatic interpretation. This is part of the *standardization* process.

SP events can be ongoing and may be scheduled to run over the course of several hours, days, or even weeks. This repetition ensures consistency and fairness to each student. Our programs require multiple SPs to play the same role to accommodate student class size and their academic schedules. To provide a fair assessment and learning experience to all learners, our SPs must be physically and demographically standardized based on the criteria of the case facts (age-range, gender, etc.).

As an SP, the encounter you portray is recorded in SimCapture (our learning management system) for educational, training, research, and marketing purposes. You must be comfortable with being recorded and are asked to sign a Photo/Video Consent & Release Form as a part of the Creighton Orientation.

**(Insert link to Photo/Video Consent & Release Form)**

This form is also posted on our website: (<https://www.creighton.edu/healthsciences/phoenix>).

SPs are hired and trained to portray a patient with a specific medical or health concern, and your own personal health history is relevant **if** it affects the case demographics. For example, someone who has a scar from an appendectomy would not be able to portray a patient with appendicitis (since the surgical scar is a “clue” you’ve had your appendix removed) but this



same person can be hired to work other patient roles such as back pain, headache, or a counseling case. A good potential SP is not measured by the number or type of medical conditions they may have or the number of positive/negative experiences with healthcare providers. In certain situations, this can be a detriment among our SPs. Although your negative experience might be a motivating factor to assist in the clinical education of our future healthcare providers, this alone should NOT be your driving force.

Each program has its own set of requirements and objectives. As an SP, you might be involved in one or more of the following:

- Present patient health history in response to questions asked by a student.
- Undergo a physical exam based on the chief complaint of the patient seeking medical treatment/advice.
- Assist learners in developing their physical exam and communication skills.
- Help learners working through difficult emotional situations (delivering unwelcome news, family violence and/or abuse cases, drug seeking, etc.).
- Assess student proficiency (in the form of a written evaluation/checklist or verbal feedback) after the encounter is over.
- Identify learners who may need remediation.
- Under the direction of a faculty member, assist in debriefing the case in a group setting.

To best accomplish the learning objectives established by faculty members, student encounters may be conducted in several ways. The most common encounter is a one-on-one interview/examination between the SP and student in an exam room. Another format used is working with a group of learners where the SP is interviewed and/or examined by learners who are working collaboratively as a team.

Most if not all student/SP encounters are recorded in our Learning Management System. Recording these learning experiences serves to assist with teaching and training other SPs, student assessment and remediation, as well as faculty instruction or feedback assistance.

During the recruitment for a particular SP role, we will send out an email containing specific details explaining what is involved in the student encounter. This allows you to make an informed decision based on your comfort level. For more details, please read the **Hiring/Scheduling Process** section starting on Page 15.

## Types of SP Work

- **Standardized Patient (SP)** SPs must be able to accurately portray the physical and emotional criteria of the patient case in addition to being able to retain and assess the

details of each student encounter. The physical examinations an SP will experience during a student encounter are simple, non-invasive exams, like those you would receive during a routine health check. Usually, encounters involve history taking, physical examination and/or counseling and might include such topics as weight management, specific joint pain (back, knee) or prescription refills. During the physical exam, learners may listen to your heart and lungs, check reflexes, take blood pressure readings, and examine the specific joint pain (back, knee).

Disclaimer: The clinical examinations conducted on you as an SP are purely instructional and not to be used as a substitute for a formal and complete evaluation by your healthcare professional.

- **Physical Assessment Models** SPs could be asked to be part of a physical assessment stations, trainings or scenarios. In these cases there is a need for student to practice different physical assessment techniques and skills. For these cases, they would need an SP to practice on. SPs will not be asked to remember any case scenarios or facts, the job of the SP in this role is to simply allow students to practice on them with a faculty member facilitating the process. These cases will be compensated at the same rate as any other SP role.
- **Miscellaneous SP Work** We may hire SPs to assist with office and programming needs in numerous ways. This work is offered to SPs who have previously demonstrated their competency, dependability, professionalism, and have expressed interest in additional work.
  - **Lab Monitor/Exam Proctor:** SPs trained to help manage aspects of our daily operations and programs.
  - **Quality Improvement (QI):** SPs trained to watch student/SP encounter videos and record checklist items to assist with various statistical measurements.
  - **SP Training Assistant:** SPs who have mastered a specific patient role and assist in training other SPs in the same or similar programs.

## Background Authorization

If you match any upcoming programs' requirements, and before we can officially offer you work as an SP, the third step is submitting to a background check conducted by our 3<sup>rd</sup> party vendor, HireRight. You will not be charged for this background authorization. A simulation team member or HR representative will send you an email from HireRight which will request additional information. Please reply to HireRight's request as soon as possible.

Background checks will look into previous criminal history and/or require you to divulge specific personal identify information in order to verify records. The purpose of the background check is to evaluate the suitability of an applicant working as an SP and is not conducted for any other purpose. The information you supply will *only* be used for the purposes of obtaining information, validating, or verifying information received, as part of the background check.

After we receive notification that your background check has been processed (usually between 3-7 business days), you'll receive an email informing you of the status and your next step. As a condition of being hired, SPs must submit to and pass the background check.

### **Human Resources (HR) Paperwork**

The fourth step is to fill out and submit HR paperwork through Creighton University. For this step, you will receive an email with a link to the HR paperwork that needs to be filled out (identity verification Form I-9, direct deposit, etc.) along with the Creighton HR contact person's name and email information. Our email will also include a list of acceptable forms for identity verification for the I-9 Form. Your completed documents and identity form(s) need to be processed **in person** by a Creighton HR representative, and you will be responsible for scheduling this appointment. If you have any issues, please contact a simulation team member for assistance.

Please let us know when you've completed your HR appointment. Once this step has been finalized by HR, you are now ready to be offered SP work!

As part of the Creighton University SP team, you will have your picture taken and issued an ID badge, a netID, and a Creighton.edu email address. Your ID badge is necessary to enter all buildings, elevators, etc. This badge should be picked up before your first SP event date as it will require a few days to be activated. A member of the SP program will contact you to help schedule a time for picking up the employee badge, get your picture taken and given a tour of the facility. Please always keep this badge visible while on campus. The only exception to this is when actively working in an SP patient role and getting into character. When this occurs, please remember to remove your badge and store it with your personal belongings.

### **The Hiring/Scheduling Process**

Patient cases are presented as case facts and have been created in partnership by our clinical faculty and members of the simulation team. These contain the basis of why the patient is seeking medical attention (the chief complaint), personal medical background and other vital information such as family medical history. This outline of issues, concerns, and complaints is what the SP will disclose during the student interview.

Please remember that all programs have specific demographic criteria created by each patient case and this is necessary for the standardization of the encounters. We recruit and hire SPs

that best match these specifications for each program. Examples of this might include age-range, gender, health conditions to avoid (location of scars), physical characteristics of the patient, etc.

SPs are selected based on the following case criteria and demographics outlined by faculty for each program:

- Age range
- Gender (if case is specific)
- Physical characteristics of the patient
- Case requirements (patient portrayal demeanor, difficulty level, experience)
- Ability to master the patient role and personality of case
- Level of experience providing student feedback (verbal/written)
- Number of SP exposures to student group (prevent over-hiring same SP to allow a more realistic encounter)
- Experience in a group setting of learners and being able to facilitate verbal/written feedback
- Ability to interact with simulation team members, faculty, staff, and others professionally

SPs that match any of the patient case criteria are contacted via email to determine their availability and interest. Prior to accepting any patient role, we provide information about the patient case for you to make an informed decision regarding your comfort level with the role.

Once a case is made available, SPs will have the chance to select which events they would like to participate in. After 1 week of posting, if enough SPs have signed up the posting will be closed and selected SPs will be notified. Most cases involve taking a health history, some type of physical examination, and/or counseling. Physical examinations may be brief and focus on a chief complaint (for example back pain) or encompass a complete exam. We will also indicate if the encounter will be conducted in a group setting or one-on-one as well as what type of feedback (verbal and/or written) is required.

Although this job is extremely rewarding, it is certainly not easy, nor is it for everybody. Being an SP takes concentration, memorization, discipline, attention to detail, and excellent communication skills. It's imperative your performance is consistent – standardized – so that each student has the same experience.

- **Trigger Warning:** Patient cases may deal with sexual assault, intimate partner violence, discrimination, mental health diagnoses, or other areas that may be triggering. You may decline, without explanation, any role you are not comfortable with. This will not preclude recruitment for future patient roles. If you would rather not be offered certain types of patient cases, please disclose this information to a simulation team member and we will make note of your preferences. Please take the time to reflect on your

mental and emotional health/safety before signing up for an event. While you do have the right to not portray any specific role, once you sign up for it there is a level of responsibility and accountability to be present and fulfill that scenario.

The recruitment email will contain the program's running dates and times as well as those for any role training sessions. Most training sessions will be done at home with pre-recorded training videos and encounters. It is important to be available to attend all the dates and times listed to be hired. Trainings will be assigned to SPs who are selected for a case, feel free to email the SP manager or sim coordinator for that event with any questions you may have. It is crucial to complete any assigned trainings and confirm that they were completed. This is to ensure that all SPs receive standardized training and all cases can be performed accurately and provide quality encounters for students.

The phrase "Call Time" is used in theater circles to refer to the expected arrival time of their workers and we have adopted this to pertain to SPs arrival time. We require all SPs to arrive 30 minutes before the start of the program. This time is always included in scheduling emails. When everyone arrives 30 minutes before the program's start, delays are held to a minimum. This allows time for SPs to sign in, ask questions or review the case, get changed (if required), as well as other last-minute details.

When the program recruitment is finalized, we will confirm by email whether you are hired for work or not. This two-way conversation helps prevent confusion. This should not take more than a week, at the seven day mark we will hire on the ones who have signed up and push to have others sign up if the total number of SPs needed has not been met. However, those who have signed up for that event after that week will be guaranteed a spot (This goes for events that after a week, do not have the minimum # of SPs signed up).

If you have been hired, the email will confirm your availability and reiterate the program's working dates/times, training sessions needed to be complete, and provide the detailed case facts. A reminder is sent out about 1 week and the day before the event. We request you respond to these reminders which alerts simulation team members you are prepared for the event or training session. This helps keep everyone on track! If you are uncertain if you are hired or have questions about why you weren't hired, please contact the simulation team member who initiated the email.

Some reasons for not being hired for a specific event include:

- Unavailable to attend all working dates (when you can't work all the dates, it's harder to offer you the opportunity to work the entire event)
- Demographics and/or number of SPs have changed (sometimes the program changes direction or student needs shift)

- The case may be high-stakes and require an SP who has more experience or is comfortable with a more dramatic portrayal.
- Overexposure: we need learners to interview different SPs for various events (you've worked on too many programs, and we need to diversify)

Because student scheduling is based on the number of SPs hired and working an event, it is imperative that you participate in the event you were hired to work. Of course, we understand if an emergency or illness arises and your situation changes. If you cannot attend a specific training date or the actual event itself, please call & email the simulation team member who initiated contact *immediately*. Especially if you need to cancel within 48-24 hours of the event date. If you feel like you are getting sick or not sure if you will be able to feel better the night or day before the event please notify us! It is unlikely that you might feel better and it is best practice to not leave things up to chance and give more time for someone else to pick up the shift.

Sometimes things happen, and a program shifts direction. If an event is cancelled or rescheduled, you will be contacted as soon as possible. Depending on the conditions and timing of the cancellation, SPs may be compensated for up to two hours of their time. If this situation occurs, specific details will be forthcoming along with any next steps.

If you or a person familiar to you (family member, partner/spouse, friend, etc.) plans to participate in any upcoming healthcare simulations or exams, please inform a simulation member and provide as much detail as possible (for example - the program name and running date). This prevents any sort of conflict of interest and protects the integrity of our programs. It is easier for us to rearrange a schedule ahead of time than the day of the program.

## SP Instructions

SP instructions are important to the SP portrayal and contain the storyline of why the patient is seeking attention or care. Instructions begin by explaining who the patient is (name, age) and provide the chief complaint - the reason the patient is being seen. Also included is the patient's personal health history, family medical background, and other vital information. All this patient information will be disclosed (if the student asks) during the student interview and is important for the success of the patient encounter. SP instructions may contain supporting documents (if appropriate) such as diagrams, photos, rating forms, as well as patient educational literature.

The instructions will also include a checklist or list of educational objectives for that scenario. Evaluation instruments might include performance measurements, checklists, rating scales, as well as faculty evaluations. When providing feedback, it is important to keep in mind the educational objectives of the scenario. It would benefit an SP to take special note of what the objectives are in the SP instructions.

Examples: During the encounter, did the student maintain good eye contact (Yes or No); did the student wash his or her hands prior to conducting a physical exam on you (Yes or No); did the student discuss your medical issues without the use of medical jargon or terminology (Yes or No).

After the encounter is over, you will need to provide verbal feedback (training will be provided on this later on), after verbal feedback the student will exit the exam room and you'll fill out a written evaluation. You will need to be familiar with the educational objectives to tailor your feedback after each encounter. You may also be asked to provide written feedback, you will have the "checklist" or written feedback as part of your SP instructions. Your training sessions will go over the educational objectives and their meaning so you can answer if the student completed each item on the checklist or not. Accuracy in filling out the written feedback is particularly important as they may be part of learners' clinical skills assessment grades.

Feedback provides learners with unique valuable information about how *their* actions and behaviors affected the SP's emotional experience as their patient. Learners are interested in hearing how they can improve their skills. The intent of feedback is not to be overly critical or to offer empty praise to the student, but to provide *specific* comments to reinforce positive behaviors, provide improvement opportunities, and learner self-reflection. Further training on the style of feedback is given to new SPs once they are hired on as well as a refresher training on an annual basis.

## Initial SP Education Process

This training is not patient role specific but geared towards educating SPs on basic information – think of this as new hire orientation! You will receive an email to come in for this initial SP training which will include a link to this handbook. This educational session should last about two hours and will be the first time you'll be compensated for your time.

During this **two-hour** training session, staff will discuss the timesheets; the pay cycle schedule; attributes of a good SP; the components of a basic patient case; the structure of how a basic encounter works; and feedback style.

## SP Case Training

All SPs are **required** to complete the training or preparation for any case/event that they sign up for. Depending on the case or the discipline for that event, the process of training may be different. The training could be done in the following ways:



1. SPs will be asked to review SP instructions before hand and will be given a small in-person training 30 mins before the event begins. Please make sure to arrive on time as this can limit the need to repeat trainings or instructions.
2. SPs will be sent SP instructions along with a training video going over the instructions and possibly a video of a prior encounter.

Most importantly, SPs will always have the SP instructions at least a week before the event date. It is the responsibility and SPs will be compensated for their time going over the instructions or trainings at home. If you have any questions about the case or event, please make sure to email and reach out to the SP manager or educator that sent the SP instructions for that case. Coming prepared to the event is key for a successful SP experience for the students.

If you receive an email with a training video then you can expect the following information:

- 1) Overview of the SP case facts
- 2) Type of activity – teaching or assessment
- 3) Student Audience - (1<sup>st</sup> yr. nursing, 2<sup>nd</sup> yr. medical, 3<sup>rd</sup> yr. pharmacy, etc.)
- 4) Case materials/chart information/props, etc.
- 5) Clear understanding of evaluation/checklist items
- 6) Feedback, debriefing methods (if required)
- 7) Learning Management System - how to use it
- 8) How to reset the exam room for the next student encounter
- 9) Exam room management - what to do after the day's program is over
- 10) Physical examination techniques
- 11) Video Review of other encounters/programs (as available)

Remember, the patient case facts need to be standardized across all working SPs. You may have different answers, reactions, or experiences than the patient you are portraying. However, please always stick to the *case facts*.

SPs who have portrayed the same patient case numerous times may be asked to participate in helping to train other SPs involved in the same case. Experienced SPs have valuable insight, tips, and perspectives which can benefit other SPs learning how to present the case in a consistent and standardized way.

### **Training Rules 101**

- Arrive on time – once training has started, it's very disruptive to accommodate late-comers (for in-person trainings).
- Write down any questions and ask for clarification.
- Put your phone on silent and do not take calls during the in-person sessions.

- Bring a printed copy of the case facts or your electronic device (iPad, tablet) with you. It is hard to read this on your phone and take notes. If you are unable to print a copy, please email the SP Educator in advance of the training date and request a copy
- All cases, evaluations/checklists and training materials are developed by and the property of Creighton University. These cases, manuals, checklists, and all written materials are to be used exclusively by Creighton University SPs.

As mentioned earlier, our preferred method of communication with SPs is email for everything.

★ In Case of a Delay or an Emergency the Day of Scheduled Event:

- Please Call AND Email the simulation team member that scheduled you ASAP.

## Recording

During programs, exam rooms are always under some form of observation – either actively being recorded, observed live, live streamed or a combination of all three. Observation and/or video recording provides an opportunity for learners to watch their encounters and reflect on their skill level and provides faculty and simulation team members the ability to re-watch interactions with learners who might need additional help or remediation. Additionally, direct observation of SPs helps with quality improvement measures and ensures the educational programming metrics have been met. It is expected that all SPs and simulation team members will behave in a professional manner. Everything can be seen/heard by faculty, staff, and learners.

Please use caution when and where you express personal information as our facility utilizes video and audio monitoring in exam rooms via SimCapture, and personal information discussed in these rooms may not be private.

## SP Event Day

Now that you are all hired, trained and ready to start your work as an SP, let's go over some important key points to help make this an enjoyable working experience for everyone.

Although some of this information has already been mentioned in earlier sections, here is a quick reference guide.

### Reminders:

- ★ A reminder is sent out about 1 week and the day before the event date. Please respond to these reminders. This alerts us you are prepared for the event and helps keep everyone on track!

## Dependability and Promptness

- **Please Be on Time!** - Being even 10 minutes late creates a domino effect for everyone involved in running the program. A late arrival by an SP not only delays the start of the program, but it also keeps learners, faculty, staff, and other SPs from being on time for their other obligations and tasks.
- SPs who are late must adjust their time sheets for their actual arrival time and not their contracted time. Continued issues with lateness will result in disciplinary action or possible contract termination.
- In case of delay or emergency, it is imperative you:
  - **Call or text the simulation team member who scheduled you ASAP**

## Call Time

- Please arrive no later than 30 minutes prior to the start of the event. As a reminder, this is referred to as your *Call Time* in all emails and is your contracted start time. This helps with program organization, in-person trainings, check in processing, exam room management, scheduling, as well as allowing SPs to change into a hospital gown or apply make-up/moulage (if case specific). Thirty minutes goes fast and there's a lot to do!
- These events are carefully choreographed, timed, directed, and involve multiple people, activities, and schedules all coming together in a very coordinated streamlined manner. Learners are scheduled based on these programs running on time, and it is extremely important to stick to the schedule as generated.

## Dress Code

- All SPs are expected to present a neat, casual, and professional image during all teaching and testing sessions. SPs should be clean and well-kept (showered) with proper hygiene and clothing. Unless the case requires you to dress otherwise, this should be the standard procedure. As a default an SP should dress casually, most require SPs to wear gowns. In these cases you should wear shorts and women should wear a "sports bra", students may need to perform physical assessments which require them to have access to palpating (pressing on) the abdomen or hearing your lung and heart sounds by putting their stethoscope on your chest or back (this should be done on the skin and not over clothing).
- Please refrain from wearing strong fragrances (perfumes, colognes, body sprays, lotions). Some people are sensitive to these strong scents and experience respiratory irritation, migraines, headaches, and other allergic reactions. Our programs take place in exam rooms for extended periods of time and heavy fragrances, or strong product scents can be uncomfortable to learners, other SPs, staff, and faculty members.

## Parking

- Is paid while you are on campus engaged in SP work.
- Park in the Catalina Parking Garage (in red square below) located on W. Catalina Drive next to the apartment complex. A parking ticket will be generated from the automated machine. Please take the parking ticket with you. (Don't leave this in your car!) We will validate the ticket *before* you leave our facility. Remember: If you don't take the ticket for us to validate, unfortunately you'll be required to pay for your own parking.



- Our address is:  
Creighton University Health Sciences Campus – Phoenix  
3100 N. Central Ave., Phoenix, AZ 85012  
A map of the campus can be found here: [Creighton Map](#)

## ID Badge

- All working SPs will have a Creighton University employee badge and you will need this ID to enter the building, different levels and elevators. As a reminder: your ID badge will be created after you are hired and need to be picked up before your event date.

## SP Training Room/Lounge

- Is located on the 3<sup>rd</sup> floor
- The Training Room/Lounge has several uses. It's used to conduct some training as well as providing an area for SPs to get prepared for their day, put their lunch in the

- fridge, change, use the restroom as well as to relax both before and between encounters. This is a shared space with other SPs so please be considerate. This includes keeping your personal items together, respecting others with your words and actions, as well as cleaning up after yourself. Please be mindful.
- Additionally, due to space constraints. There is only about 8-10 chairs in the SP lounge, as of now the protocol is to get ready and use the SP lounge for non-training purposes and use other gathering rooms for trainings. A general rule to follow is, get ready and prepared in the SP lounge. If there is a lot of people in the room and you are ready, it may be best to make your way to your intended room or the space for SP trainings and wait there. As always, feel free to ask the simulation staff for where to go, sit or relax if you have any questions.
  - A refrigerator is provided for daily use and any leftover food/items will be discarded at the end of the week. Please make sure to remove your items prior to leaving for the day and especially on Fridays. This includes food containers and drink bottles.
  - Please only eat/drink in the SP Lounge. Exam rooms should not be used to eat in nor contain any food or drinks. There is additional spaces to sit and eat in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> floors. While the designated eating area for anyone in Creighton is also the 2<sup>nd</sup> floor as there is plenty of indoor and outdoor seating. Just be aware that students are going to be in those common areas, so please refrain from discussing case facts or student performance in these public areas.

### SP Timesheets

- SPs are expected to manage their timesheets on a weekly basis, training will be provided on how to enter and edit your timesheet. Creighton policy dictates that the **only** person who is able to enter or edit a timesheet is the employee themselves. For this reason, the SP manager may email or contact you for reminders of timesheet completion or ask for edits to be made as the SP manager is not allowed to make those changes. If you have any questions about your timesheet or want to make sure it is accurate, feel free to contact the SP manager.

### SP Working Schedules

- Your work schedule will be available on the Sling app or website. You may also see it available on the TV at the SP lounge. If you have any questions about the event date/time or where you should go after getting ready in the SP lounge, feel free to call, text, or email the simulation staff that has been in contact with you.
- If you recognize a student name you have a prior relationship with on your schedule, please let a simulation team member know **immediately** to avoid any conflict of interest. The simulation experience is more robust when working with a patient the student (or SP) does not have a prior relationship with and maintains the integrity of the examination content.

- Your schedule may contain a break (no student scheduled). Please use time off between encounters to go to the SP Training Room/Lounge to relax, grab a snack or use the restroom. You are responsible for managing your time and being ready to return to the specific exam room indicated on your working schedule after your break.
- Please don't leave the exam room if you are given notice the next encounter is about to begin. There is only one simulation team member running the entire event and concentrating on assisting learners logging into the correct exam room. If you leave, there's a strong possibility a student will enter your exam room and not find the SP patient.
- Remember – even one SP who is not ready to work can delay the entire program. Please do not be that person.

### **Lockers**

- Lockers are provided to store your personal belongings (coats, purses, cellphones, electronic devices, etc.) Please take a pad lock with key and pick any open locker. All items that should not go with you into the exam room need to be placed in a locker and secured by you. This prevents any issues with theft as well as declutters the SP Training Room/Lounge. It is your responsibility not to lose the lock or key. Locks must be removed at the end of the day and returned to their check out place. There are 16 total locks available in the SP lounge, should there be a day when all 16 are taken you have a few options. You can ask one of your trusted fellow SPs to share a locker with or you can also take your personal belongings with you to your room and store them away in one of the cabinets. Creighton University is not liable for any lost or damaged personal items.
- As part of working in an SP patient role and getting into character, please remember to remove your ID badge and store it with your personal belongings in your locker.

### **Case Questions**

- During the event, questions regarding case facts or how to mark a checklist or evaluation item should be directed to the SP Manager or sim staff in charge of the event that day. It is a good idea to review the SP instructions during your break to make sure you are consistent with the information and these items are standardized with your portrayal and responses.

### **Electronics and Cell Phone Use**

- It is unprofessional and disruptive to learners, other SPs, faculty, and simulation team members to use your cell phone or other electronic devices during events.
- Please put your cell phone on silent mode or turn it off during the event.

- Phone calls should be taken after the entire event or during your scheduled break. During break, please be mindful and end your conversation five minutes prior to the start of your next student encounter. This helps avoid any disruptions and allows us to start back on time.
- Please do not make phone calls in the SP hallway as noise travels and we need to maintain a respectful learning environment for learners, especially during a testing event.
- ★ All programs (except for sensitive exams) are recorded, monitored and/or live streamed. What you say and do can be heard and seen by faculty, simulation team members, and learners. Please be mindful of this before, during, and even after all encounters.

### Written Feedback

- After the student leaves the exam room, you may be asked to complete written feedback. It is important that you accurately recall the student's actions and document it correctly on the checklist. For best memory recall, it helps to fill this out *immediately* after the student has exited the exam room. Provide specific and relevant feedback. Please complete the checklist in a timely fashion.

### Verbal Feedback

- Feedback – whether written or verbal - from the SPs perspective is an important part of the student learning process. In some instances, it is part of the case. Although learners will receive feedback from others including clinicians and peers, the SP provides a unique patient viewpoint. Depending on the case, feedback has a set time limit which is noted during the case facts and training session. Exceeding this time limit delays the rest of the program.

### Resetting Exam Rooms

- **After each Encounter** - We appreciate your help with ensuring the exam room is reset for the next student/patient encounter. If any equipment is not returned to its proper place (blood pressure cuff) or not disposed of (tongue depressor), please take care of this to ready the room for the next encounter. If you discover you need supplies (such as gloves, hand soap/sanitizer, paper towels, tissues, cotton balls, exam table paper, etc.) or if your room is missing anything such as reflex hammers or tuning forks (these tend to fit nicely in student lab coats unintentionally), please notify the simulation team member running the event immediately so the room can be supplied and ready for the next encounter. Please do this before you go on any break to prevent any delays in starting the next encounter on time.

- **After the Program is Over** - Please help us with exam room management when the program is over by making sure all case items/materials are put away and your personal items are not left behind. The exam room should be neat and tidy. If items need to be restocked, please let a simulation team member know immediately.
- Please place any used linens in the laundry hamper located in the SP Training Room/Lounge (pillowcases/sheets). Please remove the exam table paper so it can be sanitized by housekeeping services. Housekeeping will assume the exam table hasn't been used if the paper is still on the bed.

## Safe Work Environment

We provide a safe work environment for SPs, learners, faculty, and simulation team members to ensure that everyone has a safe psychological and physical learning opportunity, experience, and environment. A safe work environment consists of three distinct principles:

- Safe work practices
- Confidentiality
- Respect

### Safe Work Practices

Safe work practices have several components (activity design, working environment, and SP support). The design of the SP activity is mindful of the number of learners, number of breaks, physical, cognitive, and psychological challenges/demands of the patient role. The working environment anticipates and recognizes potential occupational hazards including threats to SP safety (allergenic substances, exposure to sharps). SPs are screened to ensure appropriateness for role (conflict of interest, compromise to their psychological/physical safety). SPs are encouraged to consider their personal comfort level prior to accepting any work. Remember, there are no repercussions (or questions asked) if an SP decides not to take a particular patient role when it is initially made available. SPs are provided clear guidelines about the learning activity and given strategies to mitigate potential adverse effects of role portrayal to prevent physical injury or fatigue. SP support is also demonstrated by monitoring and responding to those who have experienced adverse effects from event participation. We will investigate any complaint brought against an SP to provide appropriate transparency in a difficult situation. Lastly, we will manage faculty and educators' expectations of the SP's potential as well as limitations through remediation and retraining techniques.

### Confidentiality

Confidentiality refers to understanding and protecting personal information of all learners, faculty, other SPs, and simulation team members that may be revealed during the SP activity. It is imperative to keep all information protected and private during these learning simulations.



## Respect

Respect refers to acknowledging SPs self-identified boundaries (modesty, limits to physical exam) and providing adequate case information to make an informed decision about program participation for personal comfort level.

## SP Responsibilities

We expect our SPs to follow these practices:

- Be accurate (standardized) in portraying patient cases.
- Possess a desire to contribute to the clinical education of healthcare student professionals.
- Be dependable, prepared, punctual, and engaged in all programs/training sessions.
- Be nonjudgmental regarding gender, race, religion, national origin, physical characteristics, etc.
- Take constructive criticism and make changes with a positive attitude when asked.
- Check email frequently and respond *promptly* to confirm with a simulation team member.
- Pay attention to details and be an excellent listener/communicator.
- Keep all information regarding cases, learners, other patients, and SPs confidential.
- Possess strong written and verbal communication skills.
- Be willing to be videotaped for education, training, research, and marketing purposes.
- Be responsible for exam room organization and cleanliness before, during and after student encounters.
- Provide written and/or verbal feedback to learners and faculty (when required).

## Code of Ethics

As part of a community of professionals, SPs must act in accordance with common ethics, values, standards, and guidelines. From the moment you arrive at Creighton University until you leave after an event, you are representing the University. It is imperative to always behave professionally in your actions and language. We strive to maintain an environment free from discrimination and harassment and to treat all with dignity and respect.

Failure to follow these policies will result in termination of SP work. The University condemns and prohibits these violations and will take all reasonable efforts to prevent such conduct and promptly address conduct found to be in violation of this policy. Depending on the violation, other disciplinary actions may be possible (such as a Public Safety Officer citation or other charges).

## **Discrimination**

All forms verbal, physical, written, or visual) of racism, sexism, pornography, taunting, lewd behavior, insult, intimidation, physical harm, discrimination, harassment, and retaliation are not tolerated nor acceptable. Discrimination is defined as treatment that is:

- Unfair or unequal
  - Directed towards a group or individual
  - Based on a protected class
  - Results in adverse action or consequence

## **Harassment**

- Harassment includes but is not limited to, slurs, jokes and other verbal or physical conduct relating to a person's gender, ethnicity, race, color, creed, religion, sexual orientation, national origin, citizenship, age, ancestry, disability, military service status, gender identity, gender expression or any other protected classification that unreasonably interferes with a person's work performance or creates an intimidating, hostile work environment.

## **Sexual Harassment**

- Sexual harassment is defined as behavior including:
  - Physical contact, advances, or comments in person, through an intermediary, and/or via phone, text message, email, social media, or any other electronic medium
  - That is unwelcome
  - Based on sex or gender stereotypes
  - And is so severe, pervasive, and objectively offensive it has the purpose or effect of interfering with a person's academic performance, employment, or equal opportunity to participate in or benefit from Creighton's programs or activities or by creating an intimidating, hostile or offensive working or education environment.

## **Retaliation**

- Retaliation against another person for filing a complaint is not tolerated.
  - Anyone who engages in such retaliatory behavior will be subject to appropriate discipline, up to and including termination.

## **Non-Discrimination Notice**

- It is the policy of Creighton University to provide a workplace and an educational environment, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its educational programs and activities, Creighton University prohibits discrimination, harassment and retaliation based on gender, ethnicity, race, color, creed, religion, sexual orientation, national origin, citizenship, age, ancestry, disability, military

service status, marital status, parental status, gender identity, gender expression, or genetic information.

### Alcohol

- It is unacceptable to consume, have in your possession or anywhere on campus property (including your vehicle) prior to or during your scheduled work hours.

### Drugs (including Marijuana)

- It is unacceptable to consume, have in your possession or anywhere on campus property (including your vehicle) prior to or during your scheduled work hours.

### Weapons (including concealed carry permits)

- It is unacceptable to bring to campus any object or substance designed to inflict a wound, cause injury to, or incapacitate another individual. This includes but is not limited to all firearms; BB, potato, and pellet guns; knives or other weapons or dangerous objects such as arrows, axes, machetes, nun chucks, throwing stars. Any such weapon must remain off campus and campus property (including your vehicle) during your scheduled work hours.

### Explosives

- It is unacceptable to set off or have explosives in your possession or anywhere on campus property (including your vehicle) during your scheduled work hours.

### Smoking

- Creighton University provides a healthy, comfortable, and productive living and working environment for faculty, staff, and learners as well as for our clients, customers, and visitors. Due to the acknowledged health hazards arising from tobacco products, including exposure to secondhand smoke, we are a tobacco-free environment.
- Tobacco use of any kind (smoking tobacco, smokeless tobacco, and e-cigarettes) is prohibited on Creighton University campus locations (whether owned or rented).
- Banned items include cigarettes, cigars, little cigars, cigarillos, pipes, hookah, bidis, kreteks, gutka, "spit" or "chew" tobacco, snus, dissolvable tobacco, electronic nicotine delivery devices such as e-cigarettes and e-hookah, and any other item labeled as a tobacco product by the FDA's Center for Tobacco Products.

## Disciplinary Action

The need for a fair and consistent disciplinary policy is important. It is the obligation of all to conform to the rules and policies set forth in this handbook. Disciplinary action should never come as a surprise to the SP, it is the duty of the SP manager to provide adequate and appropriate feedback and communication when an SP needs to make improvements or changes to their performance, work ethic or has violated one of the rules/policies of this

handbook. If you ever have any questions about your performance, please reach out to the SP manager to request a meeting.

Depending on the nature and seriousness of the offense, the following steps will be taken:

- Verbal warning is given for a minor offense and the expectation to correct the situation in a reasonable timeframe is assumed.
- Written warning may follow a verbal warning, a repeated minor offense, or for a more significant issue. For this warning, acknowledging written receipt and signing a document is required.
- Suspension occurs when another minor offense happens, or a single serious violation of university rules occurs. You may be removed from the SP program.
- Dismissal occurs when another minor offense happens, or a single serious violation of university rules occurs. You will be terminated from the SP program.

***Please note – Illegal offenses are not characterized as a Minor offense.***

## **Reporting Conflicts**

Reporting conflicts with other SPs, learners, faculty, or simulation team members is never easy. To maintain the highest level of professionalism, please address any issues as soon as possible with a simulation team member. It is important to provide detailed information (date of occurrence, what happened, names of those involved) so we can work together for a resolution.

## **Confidentiality**

### **Student Confidentiality**

It is important to protect the privacy of personal information of all participants including information which may be revealed during a SP encounter or other learning activity. This includes learners, SPs, faculty, and simulation team members as well as programs that you are involved with.

Student performance issues should never be discussed with anyone except faculty, simulation team members, and the SP Educator. Please protect the confidentiality of this information.

SPs are in a position of authority and are trained to evaluate learners. SPs are not to personally engage or interact with learners within as well as outside Creighton University. Contacting or seeking communication with learners for any personal reason or interest outside of program approval is not permitted and will result in disciplinary action.

If you have an encounter with a disgruntled student, please be respectful and try not to take it personally or share your experience with other SPs. This information might affect another SPs encounter and create an unconscious bias. Please report the experience along and as much detail as possible to the SP Manager to investigate further.

### **SP Confidentiality**

It is important to keep any observations of other SPs performances in strict confidence. These observations might also be seen during quality improvement/reliability tasks.

### **Handling Confidential Records/Materials**

The SP instructions, evaluations/checklists, and training materials are the property of Creighton University. These materials are to be used exclusively by SPs employed by the university for assigned learning events. Unauthorized use or sharing these materials with others outside the university will result in disciplinary action and SP termination. Please do not post anything regarding your SP role on social media (Facebook or Twitter) such as comments, updates, tweets, pictures, etc.

### **Personal Information and Photographs**

During the SP recruitment process, we receive your personal information via our SP Application and maintain this information electronically in our secure database. During the orientation session, pictures are taken (headshots, obvious scars/marks, tattoos) and kept on file in this secure database. This information is used solely for patient role portrayal and will not be divulged or shared with anyone other than pertinent simulation team members.

### **Protected Health Information (PMI)**

Please note that any personal information obtained is protected in our secure SP database and used specifically for hiring purposes. Creighton University understands this information is private and will be held in strict confidence. Simulation team members, faculty, and SPs are all expected and required to respect any personal information heard, read, or reported. We will never purposefully share protected health information. Violations will result in disciplinary action including SP termination. Intentional misuse of protected health information can also result in civil and criminal penalties.

However, please be aware that any personal information you choose to disclose publicly within, or outside Creighton, is *your* responsibility. Please use caution when and where you express your personal information. Please keep in mind our facility utilizes video and audio monitoring in exam rooms via our Learning Management System and personal information discussed in these rooms may not be confidential.

**Do not share confidential information in public spaces if you don't wish it to be known.**

To limit your information sharing, try these helpful tips:

- Share information discreetly **only** with those on a “need to know” basis.
- Do not discuss confidential information in public – anyone can overhear.
- Make sure the information is only electronically sent to the intended person. Check emails before sending.

## Social Media

Please do not post or share on social media (Facebook, Twitter, etc.) any information about learners, cases, SP instructions, programs, simulation team members, or faculty. Please do not divulge any information that could adversely affect the SP program or in any way inform learners what the event(s) are about. If the information is not publicly available/known, please do not post or share. If in doubt, speak to the SP manager or a simulation team member.

SPs should maintain professional boundaries and make no attempt to engage learners in their personal lives. It is unacceptable to send a student a “friend request” or seek other ways to engage in contact. Remember, you are working as an SP in a position of authority to evaluate learners. SPs cannot personally interact with learners within as well as outside Creighton University. Contacting or even seeking communication with learners for **any** personal reason will result in SP termination.

## University Marketing

Creighton University showcases the department for simulation education in many of its advertisements, including printed materials and its official social media accounts. While marketing will never disclose specific program details or information, it does use our SPs' images to highlight our programs and educational learning opportunities. These images may come from actual SP student encounters, demonstrations, or teaching sessions. The Photo/Video Consents & Releases form you signed gave us permission to use your image for this purpose. If, however, you do not wish to have your image used on our Facebook page, please email a simulation team member and we will respect your wishes.

## Miscellaneous Items

- If you have any changes that might affect your ability to work a case/role, please let us know so we can update our database.
- You will be required to participate and complete SP Compliance Training modules. Topics might include Cyber Security, Student Confidentiality and Title IX. You will receive an email from a simulation team member with specific details when this is required.
- Remember the phone number to call is: 602-812-4614.