

# **Carleton University Simulation Collaborative**

## **Student Handbook**

**Carleton University Clinical Skills and Simulation Center  
350 Legget Drive**

**Jennifer Dale-Tam, RN, MSN, CNCC(c), CCSNE, CHSE-A, Lead Simulation Faculty  
Johana Montero-Ortiz, RN & Melanie Minogue, RN, PNC, Simulation Facilitators  
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# Carleton University Simulation Collaborative

## Student Handbook

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### Welcome & Overview

Welcome to the Carleton University Simulation Collaborative (CUSC), the team that runs the Carleton University Clinical Skills and Simulation Center. This handbook serves as a guide for all participants who engage in simulation-based learning at the Simulation Center. It outlines expectations and procedures to ensure a safe and inclusive learning environment.

Simulation provides a space for learners to practice clinical reasoning, teamwork and communication skills, clinical skills, and translate knowledge into practice without risk to patients.

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### Carleton University Simulation Collaborative Mission Statement

We are dedicated to advancing excellence in healthcare education through evidence-informed, simulation-enhanced learning. We provide a dynamic, inclusive, and learner-centered environment that supports both intra-professional and inter-professional development, empowering learners to build confidence, competence, and compassion in their respective fields.

Our program integrates the latest research and best practices in simulation pedagogy to ensure high-impact, experiential learning that mirrors the complexities of real-world healthcare. We place a strong emphasis on patient safety, critical thinking, trauma-informed care, and culturally responsive practice.

By fostering collaboration across disciplines and aligning with Carleton's mission of public purpose and inclusive education, we aim to cultivate reflective, resilient, and innovative healthcare professionals. Our learners will be prepared to lead, advocate, and transform healthcare delivery in diverse and evolving environments.

Our values include a commitment to:

1. Integrity and Honesty
2. Education and Excellence
3. Respect for Learners, Faculty, and Participants
4. Safety and Professionalism

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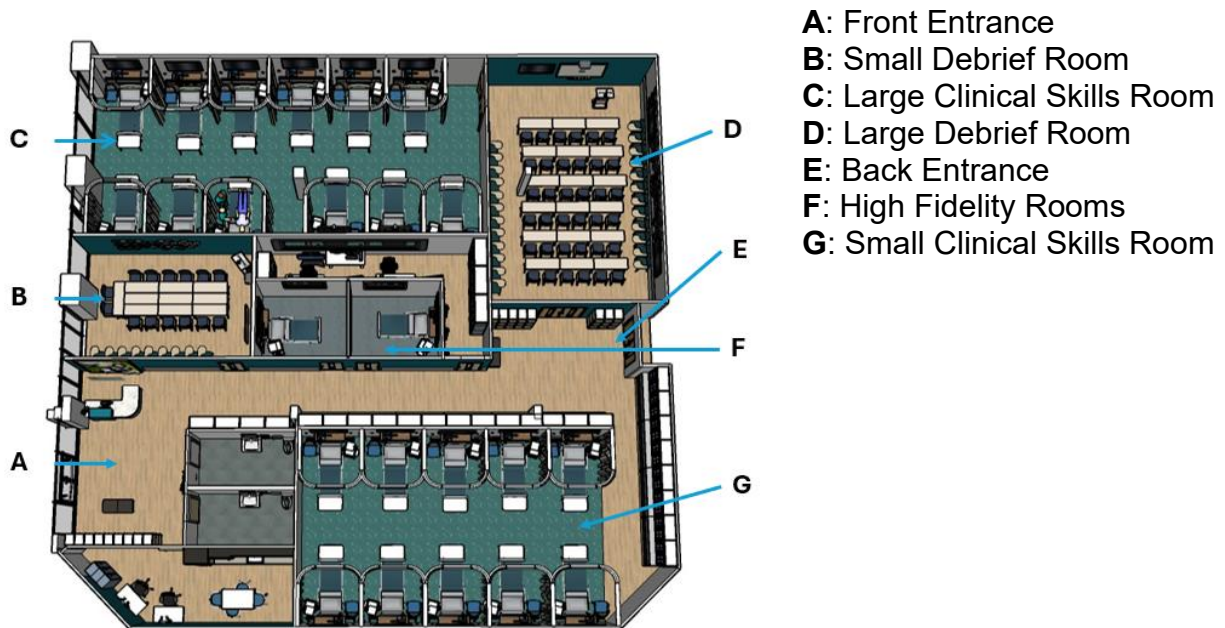
## Carleton University Simulation Collaborative Team

Assistant Professor/Lead Faculty: Jennifer Dale-Tam, RN, MSN, CNCC(c), CCSNE, CHSE-A

Simulation Facilitators: Johana Montero-Ortiz, RN & Melanie Minogue, RN, PNC

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## Clinical Skills and Simulation Center Floorplan



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## Purpose of Simulation

Simulation supports learning by allowing participants to:

- Practice and master clinical and procedural skills.
- Develop clinical judgment and decision-making abilities.
- Enhance intra and interprofessional communication and teamwork.
- Reflect on performance in a structured, supportive environment.

Simulation at CUSC emphasizes psychological safety, inclusivity, and respect. **Mistakes are viewed as opportunities for learning and reflection.**

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## Conduct & Professionalism

All participants are expected to demonstrate professional behavior consistent with their discipline's ethical and professional standards.

### *Policy*

- Arrive on time and prepared for the simulation session.
- Show respect toward peers, facilitators, staff, and simulated patients.
- Treat simulated patients, manikins and scenarios as if they were real clinical encounters.
- Refrain from disruptive or disrespectful behavior.

### *Procedure*

- Participants who display unprofessional conduct may be asked to leave the session.
- Repeat infractions will be reported to the Lead Faculty.

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## Confidentiality & the Fiction Contract

Simulation is a protected learning experience. Participants are expected to uphold confidentiality and engage authentically.

### *Policy*

- Details of scenarios and learner performance will remain confidential.
- Participants agree to treat all simulated events as real and engage to the best of their ability.
- Recording or photographing simulation activities without permission is prohibited.

### *Procedure*

- All participants will sign a confidentiality agreement before participating in simulation activities.
- Violations may result in disciplinary action or removal from future sessions.

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## Simulation Centre Policies

### Attendance & Punctuality

**Policy:** Attendance at all assigned simulation sessions is **mandatory** and will be tracked. If ill email the Simulation Facilitators or Simulation Faculty.

**Procedure:** Participants must arrive at least 10 minutes before their scheduled session. Lateness may result in a missed session or grade impact if applicable.

### Dress Code & Identification

**Policy:** Professional attire ensures realism, safety, and respect in the simulation environment.

**Procedure:**

- Only scrubs or clinical uniforms consisting of Carleton University colors are permitted in the Simulation Center in alignment with the following rules:
  - Healthcare scrubs or uniforms that are red, white, black or grey in any combination. They may be solid colors or patterned.
  - If a long sleeve shirt is worn under the scrubs/uniform it must be red, white, black or grey
  - Plain, non-branded or Carleton University branded sweatshirts, hoodies or warm-up jackets that are red, white, black or grey can be worn in the classrooms. It must be removed before entering clinical spaces within the Simulation Center.
- **Clean indoor, closed-toed shoes only** are allowed inside the Simulation Center. Outdoor shoes must be removed before entering. Jackets, bags, and personal items must be stored in designated areas.
- Carleton name badges must be worn visibly at all times.

### Devices & Recording

**Policy:** The use of personal electronic devices is restricted in the simulation environment.

**Procedure:** Cell phones, tablets, and smartwatches with internet access will be stored away most times. There may be times when computers or tablets will be used within the Simulation Center, you will receive instruction for this from the Facilitators or Faculty. Unauthorized recording of audio, video, or images is prohibited.

## Safety & Emergency Procedures

**Policy:** Safety is the highest priority in all simulation activities.

**Procedure:**

- Participants must report any hazards, injuries, or unsafe situations immediately to a Facilitator.
- Familiarize yourself with emergency exits and equipment.
- In case of medical emergencies, inform the Facilitator immediately.
- In the case of an emergency, students will follow the instructions of the Facilitator or Faculty

## Infection Prevention & Control

**Policy:** The Simulation Center adheres to infection prevention standards equivalent to healthcare settings.

**Procedure:**

- Perform hand hygiene upon entry and exit.  
Wear gloves and PPE as indicated for specific scenarios.  
Dispose of sharps and waste appropriately.
- Clean and disinfect all equipment according to the manufacturer's recommended guidelines.
- No food is allowed within the Simulation Center. Water bottles or mugs with lids are allowed in the classroom spaces only.

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## Types of Simulation

**Clinical/technical skills:** practicing hands-on skills with realistic task trainers.

**Augmented reality/virtual reality:** digital environments (screen based or headsets) to practice skills and decision-making.

**Simulated participants (SP):** trained/scripted individuals who portray patients, family members, or healthcare team members in a realistic way to practice communication, clinical reasoning, and interpersonal skills

**Visually Enhanced Mental Simulation (VEMS):** uses images or other visual cues to guide learners through rehearsing a scenario, strengthening critical thinking and decision-making without physical equipment.

**High fidelity:** uses highly realistic environments and equipment with advanced manikins to closely replicate real clinical practice to experience complex, authentic situations safely.

**Hybrid:** combines different methods (manikins, simulated participants, and digital tools) into one scenario for a more comprehensive, realistic, and flexible practice experience.

## Process of Simulation

1. Pre-Briefing: Facilitators will outline session objectives, roles, and expectations, fiction contract, confidentiality, and safety guidelines with participants.
2. Active Simulation: participants will engage in realistic, scenario-based learning experiences designed to build technical and non-technical skills. Facilitators guide and observe performance.
3. Debriefing: provides an opportunity to reflect, analyze, and apply learning. Participants are encouraged to share insights, discuss decisions, and plan improvements for future practice.

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## Learner Assessment

**Policy:** Simulation participation and performance are assessed to support learning and competency development.

**Procedure:**

- Performance may be assessed using standardized checklists and rubrics.
- Feedback is provided during debriefing and documented as appropriate.
- Remediation opportunities will be available if required.

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## Simulation Evaluation

**Policy:** Effectiveness of simulation scenarios will be evaluated by participants.



### *Procedure:*

- Participants will be provided with access to the Simulation Effectiveness Tool-Modified (SET-M) to provide feedback on your experience after participating in a simulation scenario.
  - We will review the feedback regularly to ensure that the scenarios are effective and meet participant's needs.
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## Support & Resources

The CUSC provides academic and technical support to all participants. Facilitators are available to assist with simulation equipment and learner needs.

Participants seeking additional support related to simulation, learning accommodations, or technical assistance should contact the **Simulation Lead Faculty**.

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## Acknowledgement

We would like to thank Olivia Sham and Lea Mirea, nursing students, for their review of this handbook.