

Safety: Psychological Safety

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- I. Purpose: Psychological safety can impact the learner's ability to actively participate in simulation and debriefing. In order to ensure the psychological safety of every learner at Radford University Clinical Simulation Center the simulation educators will adhere to the following guidelines.

- II. Procedure:
 1. Each learner will receive an orientation to simulation prior to coming to the first simulation experience.
 2. A pre-briefing will occur prior to each simulation experience and the simulation educator will review the following information:
 - a. Ground rules of simulation
 - b. The "Basic Assumption Statement"
 - c. The Confidentiality Policy – no discussion of simulation experience outside of the CSC.
 - d. A brief re-orientation for learners to the room including where supplies can be found and how to utilize technology.
 - e. A reminder to learners of 30 minute scenario timeframe.
 - f. A reminder to learners how to obtain additional support during scenario if needed.
 - g. A reminder that mistakes are expected and the simulation experience fosters the development of critical thinking.
 - h. A reminder to learners the expectation of respect and professional behavior to the CSC employees, simulated patients (mannequin and standardized patients), and their peers.
 3. Trained simulation educators facilitate the entire simulation experience to ensure the absence of disruptive behaviors.
 4. If simulation educator(s) note a learner is in obvious or expressed emotional distress due to an event that occurred during the simulation experience, or a past real life experience, the simulation educator(s) will have a private discussion with the learner to determine if a referral to counseling services is needed.
 5. If the emotional distress may lead to an issue in the clinical setting or the well-being of the learner, the simulation educator will notify the RU CSC Director, Cynthia Cunningham, MSN, RN as well as the appropriate contact at the learner's primary school.