

## 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. Some information is also included or repeated during debriefing.
    - 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 the 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 and staff who follow the Healthcare Simulationist Code of Ethics facilitate the entire simulation experience.
  4. If simulation facilitators 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 facilitator will have a private discussion with the learner to determine if a referral to counseling services is needed.
  5. Learners are advised to use the safe phrase: "I need to step out to tie my shoes" when they feel any anxiety during a scenario that prevents them from achieving the learning objectives in a manner that threatens their own safety or the safety of others. The learner will step out of the scenario room and is advised to seek help for next steps from the nearest CSC staff member.
  6. If the emotional distress may lead to an issue in the clinical setting or the well-being of the learner, the simulation facilitator will notify the RU CSC Director, as well as the appropriate contact at the learner's primary school so the student may receive appropriate counseling or coaching as needed.

Contact: Radford University Student Counseling Services telephone 540-831-5226.

<https://www.radford.edu/content/student-counseling/home.html>