



12631 E. Imperial Hwy. Bldg. D-Ste. 108  
Santa Fe Springs, CA 90670  
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# Nursing Simulation Lab Policies and Procedures Manual

December 2024

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## **Purpose**

The purpose of the Nursing Simulation Lab is to provide our students an exceptional educational experience in a dynamic and diverse learning environment. We aim to provide high quality, evidence-based learning opportunities while promoting nursing student clinical competence.

## **Background**

Studies have shown that simulation offers opportunities to practice rare and critical events in a safe and controlled environment, affording unlimited practice without risk to patients. Furthermore, simulation has the potential to increase the speed of acquisition of clinical skills to a defined level of competence by allowing the opportunity for repetitive practice at the learner's own pace. There is strong evidence to support simulation as a teaching strategy in nursing education to increase knowledge, critical thinking skills, and confidence of learners.

## **Goals**

Experience in the Nursing Simulation Lab will prepare students to:

1. Adapt care to meet the needs of a variety of patients in a range of settings.
2. Utilize available resources and standard practices to provide safe patient care.
3. Communicate in a professional manner with patients, family members, and the healthcare team.
4. Collaborate with an inter and intraprofessional team.
5. Demonstrate clinical competence through repeated and deliberate practice.
6. Integrate theory and practice to prioritize and implement evidence-based care.
7. Use reflection to self-analyze performance.

## **General Lab Information**

### **Location**

The Nursing Simulation Lab is located at 12631 E. Imperial Highway, Bldg D, Suite 108, Santa Fe Springs, CA 90670

### **Hours**

Admin Lab staff are regularly scheduled 8:00 am to 9:00 pm Monday through Sunday. Students may access the building 8:00 am to 4:00 pm during weekends.

## **Nursing Simulation Lab Staff**

### **Director of Nursing Simulation**

- Oversees all instructional and operational aspects of the Nursing Simulation Lab

### **Nursing Simulation Lab Coordinator**

- Manages day to day operations including scheduling, staffing, and supply management

### **Faculty/Instructor**

- Facilitates simulation scenarios, skills stations, or tabletop exercises on scheduled simulation days

## **Nursing Simulation Lab Overview**

The Nursing Simulation Lab is a state-of-the-art learning center where nursing students gain real-world experience in a controlled clinical setting. The Nursing Simulation Lab is equipped with an array of high and low fidelity patient simulators, anatomical models, and realistic medical equipment to support student learning.

The psychomotor skills classroom and the health assessment classrooms are fully equipped for safe, realistic, and repeated practice of nursing skills like IV insertion, medication administration, dressing changes, and physical assessment.

The simulation unit is equipped with four fully functioning patient rooms, crash carts and a nurses' station to simulate a real hospital setting. Simulation is integrated throughout the undergraduate nursing VN curriculum to complement classroom and clinical experiences and aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, communication, assessment, delegation, and teamwork.

## **Nursing Simulation Lab Quality Improvement**

The staff and faculty are continually working to improve and streamline processes in the Nursing Simulation Lab. Students evaluate their simulation experience after every simulation day and after selected learning activities. This data is used to identify areas of opportunity to improve our lab and simulation program. Faculty feedback is solicited to ensure scenarios are realistic and align with current practice. The Creighton Competency Evaluation Instrument© (Todd, Hawkins, Hercinger, Manz, Tracy, & Iverson, 2014) is used to evaluate student competency and scenario design. In addition, the scenario objectives are evaluated for relevancy to course objectives, Nursing Simulation Lab Goals, and program outcomes. Finally, faculty facilitation of simulation scenarios and debriefings are monitored for quality assurance and quality improvement to identify areas for improvement in faculty development.

## **Simulation**

Simulation in nursing education is a teaching strategy to mirror real life situations and complement clinical education. High fidelity manikins, standardized patients, realistic equipment, and realistic environments are used to recreate the clinical environment to provide nursing students a controlled, risk free environment to demonstrate psychomotor skills, teamwork, communication, and critical thinking. The use of simulation allows students to learn by doing and by reflecting on their experience.

## **Debriefing**

Debriefing is arguably the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning. The debriefing session is not for lecturing. The role of the debriefer is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences (Driefuerst, 2015).

At MACC, we utilize Debriefing for Meaningful Learning (DML) as our debriefing method (Driefuerst, 2015). DML is an evidence-based debriefing method for use in both the simulation setting and in the clinical setting. DML is rooted in Socratic questioning and guided reflection. Socratic questioning is a method of asking questions so students may reveal answers to problems. The phases of DML include: engage, explore, explain, elaborate, evaluate, and extend (Driefuerst, 2015).

## **Nursing Simulation Lab Faculty Guidelines**

### **Skills Lab**

The Psychomotor Skills Lab Room contains a variety of task trainers, IV pumps, and equipment so students may learn and practice nursing skills.

- Once students have practiced selected skills under the supervision of their instructor, they will schedule additional practice sessions with the guidance of a Lab Assistant.
- Once students have practiced selected skills with the guidance of Lab Assistants, they perform the skills under the supervision of skills lab instructor for their final deliberate practice.
- Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency.

### **Additional Lab Usage**

Faculty may contact the Simulation Lab Coordinator or the Director of Nursing Simulation to schedule rooms or request specific equipment usage.

### **Simulation Days**

For each undergraduate nursing course with a clinical component, students are scheduled at least one day in the simulation unit. Simulation activities are designed to correlate with theory content. Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

### **Faculty Absence**

If faculty is ill and unable to attend a scheduled simulation day, they should text or call the Director of Nursing Simulation. If staffing is not available, the simulation day may be rescheduled for those students and the faculty member later in the semester.

### **Simulation Day Faculty Responsibilities:**

Faculty are responsible for all information for their specific assigned scenarios, skills, or tabletop activities so they may facilitate and answer student questions.

- Faculty assignments primarily consist of simulation scenarios in the simulation hospital, but may also include psychomotor skills and/or tabletop activities.
- Faculty are encouraged to schedule an appointment with the Nursing Simulation Coordinator prior to their scheduled day for additional support or practice in running simulation scenarios if needed.
- Faculty should arrive at the lab approximately 15-30 minutes early to ensure faculty are prepared to facilitate assigned simulation scenarios and equipment.
- Faculty should provide ongoing input and feedback to lab staff for continuous quality improvement and quality assurance.
- Paper copies of daily schedules, simulation materials, and student performance evaluations will be provided on the simulation day.

## **Nursing Simulation Lab Student Guidelines**

### **Dress Code**

Students are expected to comply with the dress code provided in the student handbook.

- Simulation days: clinical uniform and name badge
- Skills Lab: clinical uniform and name badge

## Equipment Use

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected.

- Do not use betadine on the manikins or task trainers.
- Do not use ink pens or markers near the manikins or task trainers.

## Use of Lab Equipment Outside of the Nursing Simulation Lab

Students may request the use of nursing lab equipment for presentation or teaching activities outside of the Nursing Simulation Lab.

- All equipment must be checked out by a lab staff member and the Nursing Simulation Lab Equipment Sign Out Form must be completed.
- Return of all equipment must be checked by a lab staff member and marked as “returned” on the Nursing Simulation Lab Equipment Sign Out Form.
- Replacement of equipment found to be missing that has not been signed back in will be the responsibility of the last person to whom the equipment is checked out to.

## Universal Precautions and Promoting Safety

All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab.

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Simulation Lab.
- Food and drinks are not permitted in the simulation lab, computer and exam rooms.
- The containers and bags marked “red bag waste” should only be used for potentially infectious waste, not for regular trash
- The medical or disposable supplies and equipment should never be used for clinical purposes.
- Perform Hand washing or use of hand sanitizers for hand hygiene as indicated
- All injuries shall be reported to Center faculty/instructor/Sim Lab staff. If a needlestick or sharps injury occurs, wash the wound thoroughly with soap and water as soon as possible.
- Any damage, or potentially dangerous equipment is to be reported to the Sim Laboratory Center Staff.
- “Time Out” can be called by any staff or participant if user safety is compromised which involves potential loss of life or limb, and any other life-threatening injuries.

## Photography and Video

- All participants must have on file a signed and dated *Authorization Release for Photography and Video* form. By signing this release, you hereby grant the school the irrevocable right and permission to use photographs and/or video recordings of yourself on school and other websites and in publications, promotional flyers, educational materials, derivative works, or for any other similar purpose without compensation to you.

## Personal Property

- The school is not responsible for any loss or damage to personal property brought into the facility, including any rooms or other locations. You may report any items lost or found at the administration desk located in the main entrance.

## Instructor Orientation

- Simulation/course instructors must complete all segments of orientation and training prior to using the Simulation Lab. Instructor training will be provided by a simulation specialist. Instructor orientation will include, and is not limited to: review of the Policy and Procedure Manual, program guidelines, overview of simulation environment and resources, hours of operation, program map and tour, *Application for Use* form, planning a simulation, course development, running a simulation, principles of effective simulation, and any additional curriculum as deemed necessary by the school.
- Prior to initial use of the simulation lab, instructors must review the Policy and Procedure Manual and sign the *Acknowledgement of Policy and Procedure* form, acknowledging willingness to comply with all policies and procedure as written in the Policy and Procedure Manual.

## Scheduling of classes, sessions and training in Sim Lab

- All meetings, sessions, classes, training, or any use of space in the Sim Lab should be initiated via the *Application for Use* form.
- MACC staff or operation specialist will schedule the necessary rooms and equipment for the simulation activity. The school may not honor any schedule request unless completed through this process.
- Any special room configurations, equipment, or instructions will need to be included on the *Application for Use* form and discussed with the operation specialist in advance.
- Changes must be submitted at least one (1) business day prior to the event. Changes to a simulation event may be approved only based on availability of rooms, equipment, and staff.

## Troubleshooting and Equipment Reporting

- A simulation specialist will be available during the duration of the session, and assist in operating and troubleshooting all equipment. The specialist will provide a detailed overview of the simulation center resources and the proper use of all simulation equipment pertaining to your course. In the event that equipment is malfunctioning, he will attempt to repair the equipment. If the equipment cannot be repaired, a replacement will be provided, if possible.

- Malfunctioning equipment must be reported to the simulation specialist who will attempt to resolve the issue. If the issue cannot be resolved, a room change or replacement of equipment will occur, whenever possible.

## **Simulation Days**

### **Attendance**

- Students will be notified at the beginning of the semester of their scheduled simulation day. The simulation day may not be the same day of the week as the clinical day.
- Students are to report to the Nursing Simulation Lab 15 minutes prior to the scheduled start time.
- Makeup for simulation day absence will be arranged by the clinical instructor, course leader, and the Director of Nursing Simulation.

### **Conduct**

- Professional conduct and communication are expected at all times in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The Nursing Simulation Unit should be treated as a real clinical setting at all times. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.
- Cellular phones are not to be used during your simulation day and should be off or silenced.
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

### **Confidentiality**

- All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

### **Student Evaluations**

- Students an anonymous survey after each simulation day which all students are expected to complete.
- Student feedback is used to identify areas of opportunity and potential improvement in our simulation program

## References

- Alshehri, F. D., Jones, S., & Harrison, D. (2023). The effectiveness of high-fidelity simulation on undergraduate nursing students' clinical reasoning-related skills: A systematic review. *Nurse Education Today*, 121, 105679. <https://doi.org/10.1016/j.nedt.2022.105679>
- Arrogante, O., González-Romero, G. M., López-Torre, E. M., Carrión-García, L., & Polo, A. (2021). Comparing formative and summative simulation-based assessment in undergraduate nursing students: Nursing competency acquisition and clinical simulation satisfaction. *BMC Nursing*, 20(1), 92. <https://doi.org/10.1186/s12912-021-00614-2>
- Dreifuerst, K. T. (2015). Getting started with Debriefing for Meaningful Learning. *Clinical Simulation in Nursing*, 11(5), 268-275. doi:10.1016/j.ecns.2015.01.005
- Olaussen, C., Heggdal, K., & Tvedt, C. R. (2019). Elements in scenario-based simulation associated with nursing students' self-confidence and satisfaction: A cross-sectional study. *Nursing Open*, 7(1), 170-179. <https://doi.org/10.1002/nop2.375>
- Todd, M., Hawkins, K., Hercinger, M., Manz, J., Tracy, M., & Iverson, L. (2014). Creighton Competency Evaluation Instrument. Retrieved from <https://nursing.creighton.edu/academics/competency-ev>



APPENDIX B



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## Acknowledgement of Policy & Procedure and Photography/Video Release

I, \_\_\_\_\_, acknowledge that I have access to the MACC Clinical Simulation Program's Policy and Procedure manual. I have read and understand the content of the manual. I am aware that there may be changes made to this manual from time to time, and that I will be responsible for reading and abiding the said changes.

I hereby grant MACC the irrevocable right and permission to use photographs and/or video recordings of me on school and other websites and in publications, promotional flyers, educational materials, derivative works, or for any other similar purpose without compensation to me.

I hereby warrant that I am eighteen (18) years old or more and competent to contract in my own name or, if I am less than eighteen years old, that my parent or guardian has signed this release form below. This release is binding on me and my heirs, assigns and personal representatives. I am further aware that I may contact the MACC Clinical Simulation Program Administration in regards to any questions or concerns. I understand that failure to abide by the terms of this manual may lead to a suspension (temporary or permanent) of MACC Clinical Simulation Program facility privileges.

\_\_\_\_\_  
Print Name of Participant

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

---

Please sign and date this form, and return to MACC prior to use of Simulation Lab facilities. Participants will not be permitted to use MACC Sim Lab facilities without a signed Acknowledgement of Policies and Procedures form. Thank you for your cooperation.

## DML Student Worksheet

<p>1. What is the first thing that comes to mind about the simulation experience?</p>	<p>2. What went right and why?</p>	<p>3. What would you do differently and why?</p>
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Framing: (What is the client's story?)

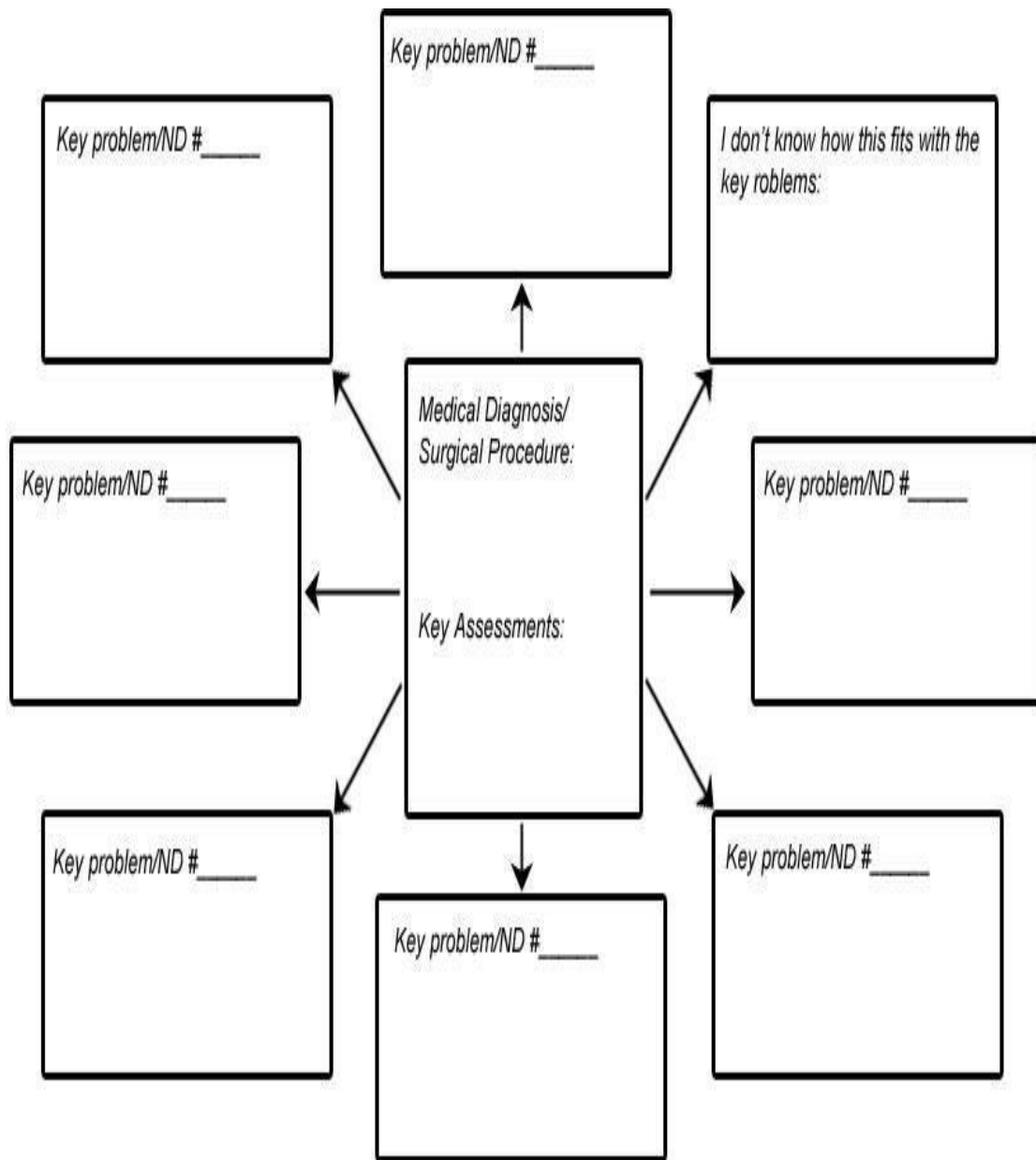
Focused Key Problem/ND:

Problem # \_\_\_\_\_ :  
General Goal:

Desired Client Outcome:
-------------------------

Nursing Interventions:	Associated Client Responses:
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Evaluation and Summary of Client Progress Toward Desired Outcome:
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## APPENDIX D

### SIMULATION EVALUATION

Name of Program: VN or NA

Date: \_\_\_\_\_

Please circle the best description regarding your experience with simulation today.

	1	2	3	4	5
<b>1. Approach</b>	Confrontational, judgmental approach		Attempts to establish rapport with the learner(s) but is either over- critical or too informal in manner		Establishes and maintains rapport throughout; uses a non-threatening but honest approach to create a psychologically safe environment
<b>2. Establishes learning environment</b>	Unclear expectations of the learner(s); inadequate learning environment		Explains purpose of the debriefing or learning session but does <u>not</u> clarify learner(s) expectations		Explains purpose of debrief; clarifies objectives and learner expectations from the beginning
<b>3. Engagement of Learners</b>	Purely didactic; facilitator doing all of the talking with no learner engagement; does not involve passive learner(s)		Learner(s) participates in the discussion but through closed questions; facilitator does not actively invite input from more passive learner(s)		Encourages participation of learner(s) through open-ended questions; invites learner(s) to actively contribute to discussion
<b>4. Reaction</b>	No acknowledgment of learner(s)' reactions, or emotional impact of the experience		Asks the learner(s) about their feelings but does not fully explore their reaction to the experience		Fully explores learner(s)'s reaction to the experience, appropriately managing any learner(s) who is confused or unhappy
<b>5. Descriptive Reflection</b>	No opportunity for self- reflection; learner(s) not asked to describe what actually happened in the scenario		Some description of events by facilitator, but with little self-reflection by learner(s)		Encourages learner(s) to self-reflect upon experience using a step by step approach
<b>6. Analysis</b>	Reasons and consequences of actions are not explored with the learner(s)		Some exploration of reasons and consequences of actions by facilitator but not learner(s)		Helps learner(s) to explore reasons and consequences of actions, identifying specific examples; relates it back to previous experience to offer explanations
<b>7. Diagnosis</b>	No feedback on clinical or teamwork skills; does not identify performance gaps or provide positive reinforcement		Feedback provided only on clinical (technical) skills; focuses on errors only; does not target behaviours that can be changed.		Provides feedback on clinical (technical) and teamwork skills; identifies positive behaviours in addition to performance gaps, targets changeable behaviours
<b>8. Application</b>	No opportunity for learner(s) to identify strategies for future improvement or to consolidate key learning points		Some discussion of learning points and strategies for improvement but lack of application of this knowledge to future practice		Reinforces key learning points identified by learner(s) and highlights how strategies for improvement could be applied to future clinical practice

Other comments: \_\_\_\_\_

# The Creighton Competency Evaluation Instrument

## Student Evaluation - Simulation

Scenario: Pt Initials: Pt Dx:	0 = Does not demonstrate competency 1 = Demonstrates competency NA = Not applicable	Date: ____/____/____ MM / DD / YYYY																																
<b>ASSESSMENT</b> Obtains Pertinent Data Performs Follow-Up Assessments as Needed Assesses the Environment in an Orderly Manner	(Circle Appropriate Score for all Applicable Criteria) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 30%; text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> </table>		0	1	NA		0	1	NA		0	1	NA	<b>STUDENT PARTICIPANTS</b> In Two (2) Primary Nursing Roles  0: _____ - _____   0: _____ - _____																				
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<b>COMMUNICATION</b> Communicates Effectively with Intra/Interprofessional Team (Teams/STEPPS,SBAR, Written Read Back Order) Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching) Responds to Abnormal Findings Appropriately Documents Clearly, Concisely & Accurately Promotes Professionalism	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 30%; text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> </table>		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA	<b>FACULTY EVALUATOR</b> 0: _____ - _____  Select one of the following:  <input type="checkbox"/> Clinical  <input type="checkbox"/> Simulation – Initial Scenario  <input type="checkbox"/> Simulation – repeated scenario												
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<b>CLINICAL JUDGMENT</b> Interprets Vital Signs (T.P. R. BP, Pain) Interprets Lab Results Interprets Subjective/Objective Data(recognizes relevant from irrelevant data) Prioritizes Appropriately Performs Evidence Based Interventions Provides Evidence Based Rationale for Interventions Evaluates Evidence Based Interventions and Outcomes Reflects on Clinical Experience Delegates Appropriately	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 30%; text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> </table>		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA	
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<b>PATIENT SAFETY</b> Uses Patient Identifiers Utilizes Standardized Practices and Precautions Including Hand Hygiene Administers medications Safely Manages Technology and Equipment Performs Procedures Correctly Reflects on Potential Hazards and Errors	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 30%; text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NA</td> </tr> </table>		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA		0	1	NA									
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<b>COMMENTS</b>          <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">             If not applicable, circle NA              If not applicable, no score is given           </div> <p style="text-align: right; margin-top: 10px;">Earned Score = _____</p>																																		

