



UNMCSM

COLLEGE OF NURSING

Simulation Center Procedure Manual

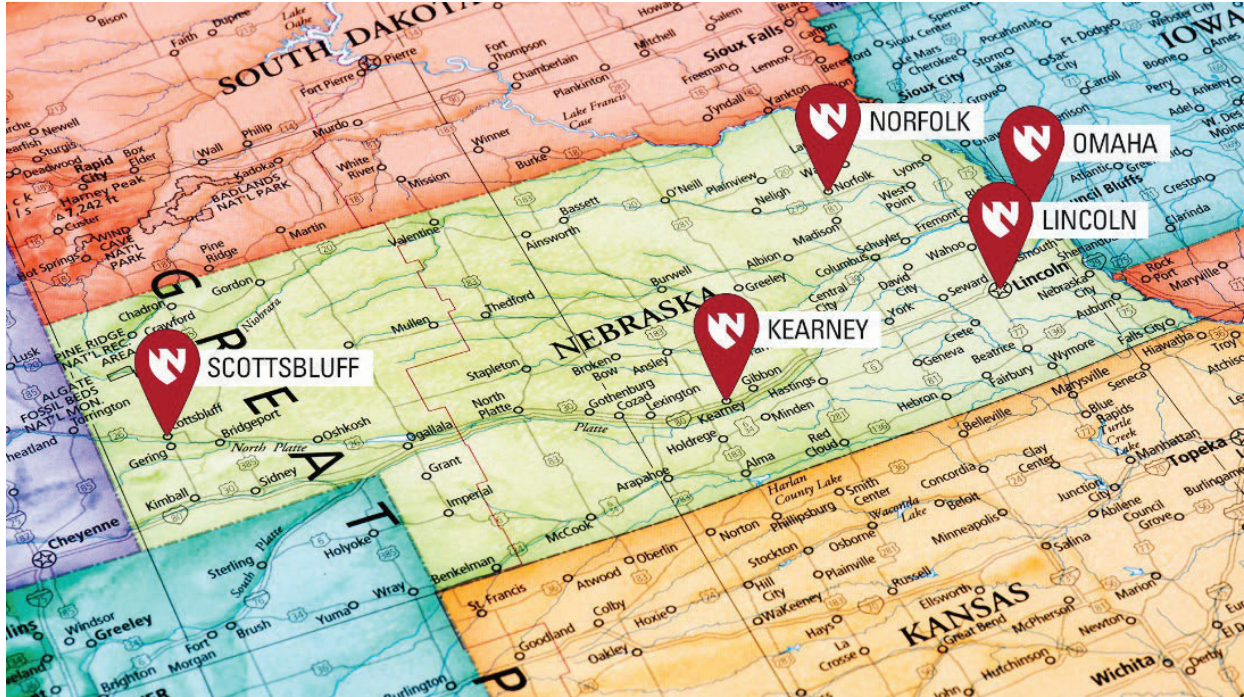


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General Information

UNMC COLLEGE OF NURSING SIMULATION CENTERS

Simulation Centers are located on each of the College of Nursing's five divisions to meet the needs of the students/learners across the state. The Simulation Centers provides a multimedia learning environment where students acquire knowledge, skills, and attitudes that promote safe, patient-centered care. Staff partner with faculty to provide learner-centered activities that integrate curricular concepts with psychomotor skills/behaviors, critical reasoning, and clinical judgment.

The Simulation Centers provide a variety of simulation modalities to support nursing and interprofessional education. The following modalities used are:

- Manikin-Based Simulation
- Task Trainers
- Computer-based Simulation
- Hybrid Simulation
- Simulated/Standardized Patients
- Virtual Simulation (Screen-based, Immersive Virtual Reality)

MISSION, VISION, AND VALUES

The mission, vision, and values of the UNMC CON Simulation Centers are in alignment with the College of Nursing's (CON) mission, vision, and values.

Mission

The UNMC CON Simulation Centers aims to support experiential learning, enhance clinical competence, and improve healthcare outcomes through simulation-based education in Nebraska and beyond.

Vision

The vision of UNMC CON Simulation Centers is to lead globally in simulation-based nursing education, driving interprofessional learning, research, and clinical excellence.

Values

The UNMC CON Simulation Centers are guided by UNMC's **Innovation, Teamwork, Excellence, Accountability, Courage, and Healing (ITEACH)** values. The UNMC ITEACH values identify the characteristics that all colleagues are expected to uphold to achieve organizational goals.

CODE OF ETHICS

The UNMC CON Simulation Centers have adopted the Society for Simulation in Healthcare (SSH) *Healthcare Simulations Code of Ethics* and the American Nurses Association (ANA) *Code of Ethics for Nurses* as best practice to recognize our professional commitment to simulation.

The Healthcare Simulationist Code of Ethics includes:

Integrity

Healthcare Simulationists shall maintain the highest standards of integrity including honesty, truthfulness, fairness, and judgment in all matters affecting their duties.

Transparency

Healthcare Simulationists shall perform all healthcare simulation activities in a manner that promotes transparency and clarity in the design, communication, and decision-making processes.

Mutual Respect

Healthcare Simulationists shall respect the rights, dignity, and worth of all. They shall practice empathy and compassion to support beneficence and non-maleficence towards all involved in simulation activities.

Professionalism

Healthcare Simulationists shall conduct themselves in a manner that upholds the professional standards inherent in healthcare simulation.

Accountability

Healthcare Simulationists shall be accountable for their decisions and actions in fulfilling their duties and responsibilities.

Results Orientation

Healthcare Simulationists shall serve to support activities that enhance the quality of the profession and healthcare systems. Outcomes are inclusive of all parts of the process of healthcare simulation and are not exclusive to a final product.

This document can be viewed on <https://www.ssih.org/healthcare-simulationist-code-ethics>

The ANA Code of Ethics for Nurses includes:

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3

The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4

Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5

The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6

Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7

Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9

Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

This document can be viewed on [2025 Code of Ethics for Nurses | American Nurses Enterprise](#).

ORGANIZATIONAL STRUCTURE

The University of Nebraska, the governing organization founded in 1869, is the state’s only public university. The founding goal of this land-grant university – “To afford the inhabitants of this state with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts,” – has stood the test of time (University of Nebraska, 2018). This goal has inspired dedication for the education of students, research in a broad range of disciplines, and clinical services. Founded in Lincoln, the University of Nebraska (NU) included a medical center in Omaha beginning in 1902. The present NU Administration includes the NU President, who reports to the Board of Regents (BOR). The President of the University is assisted in the administration of institutional affairs by the four chief operating officers that form the President’s Council of the University. Each campus has a Chancellor, who also holds the title of Vice President of the University for the publicly supported NU structure that is comprised of four administratively individual universities – the University of Nebraska at Kearney (UNK), the University of Nebraska – Lincoln (UNL), the University of Nebraska Medical Center (UNMC), and the University of Nebraska at Omaha (UNO). The campuses are governed by a single Board of Regents (BOR) with their central administrative services in Lincoln. While each of the four universities has individual strategic plans, NU’s overarching framework emphasizes access and affordability of education, quality programs, workforce and economic development, research growth, engagement with the state, and accountability.

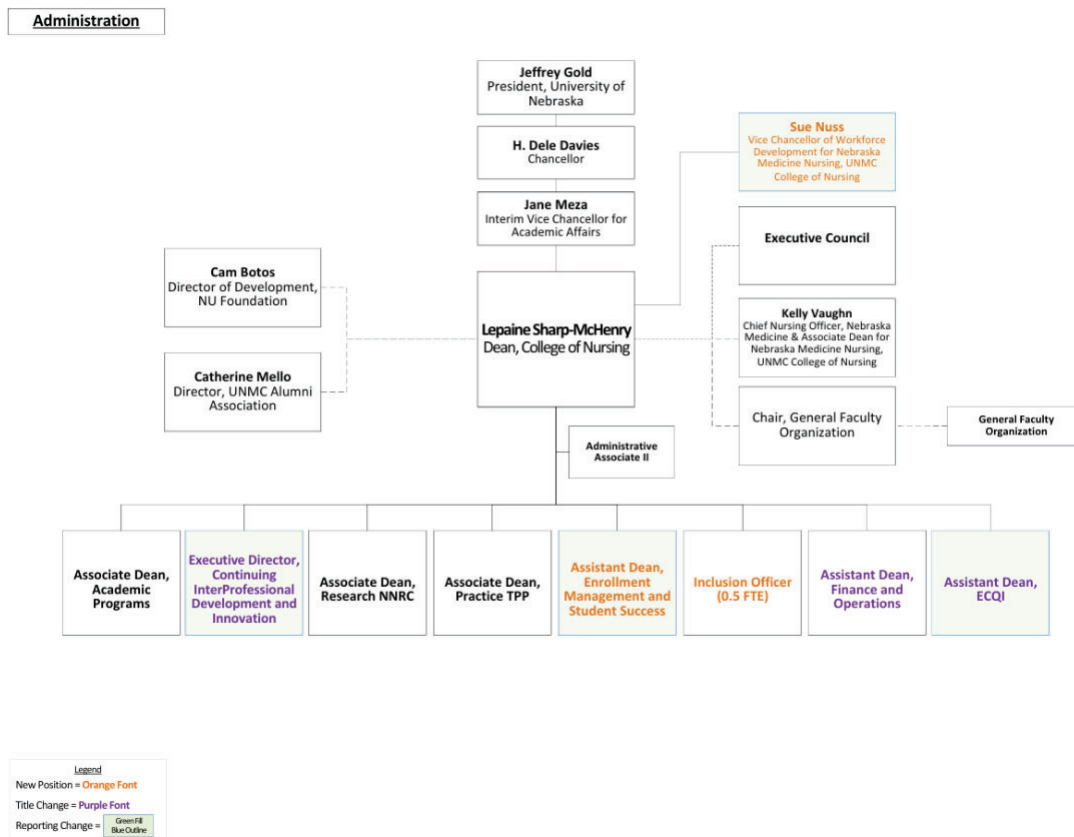
The University of Nebraska Medical Center (UNMC) is the only public academic health sciences center in Nebraska. UNMC is recognized nationally and internationally as a leader in patient care, research, and education. UNMC is accredited by the Higher Learning Commission (HLC) from the North Central Association of Colleges and Schools. There are six colleges within UNMC: the College of Allied Health Professions, College of Dentistry, College of Medicine, College of Nursing, College of Pharmacy, and College of Public Health. UNMC consists of numerous institutes and centers, including: the Munroe-Meyer Institute, which offers

programs in developmental disabilities and human genetics; the Eppley Institute and the Fred & Pamela Buffett Cancer Center, which are both devoted to cancer research; and the Lied Transplant Center, which serves as a national model for solid organ transplantation, by linking patient care, education, and research. In 1997, the UNMC University Hospital and a close neighbor, the Clarkson Regional Health System, merged their hospitals and affiliated clinics to form the Nebraska Health System, now known as Nebraska Medicine, which provides UNMC's primary clinical teaching facilities. In June 2026, NU Board of Regents finalized transition from Clarkson to Omaha Community Foundation as an equal partner of Nebraska Medicine.

The UNMC College of Nursing (UNMC CON) is the largest nursing education provider in Nebraska and recognized nationally and internationally as an exceptional leader in nursing education, research, and clinical practice. As the second oldest nursing program in Nebraska, UNMC CON plays a critical role in advancing the nursing workforce and addresses healthcare needs locally, regionally, nationally, and internationally. The mission of the CON is to transform lives through premier nursing education, innovative research, the highest quality health care, and pursuing health equity for all. UNMC CON offers baccalaureate and graduate degree programs, including the only PhD in nursing program in the state and one of only three Doctor of Nursing Practice (DNP) programs.

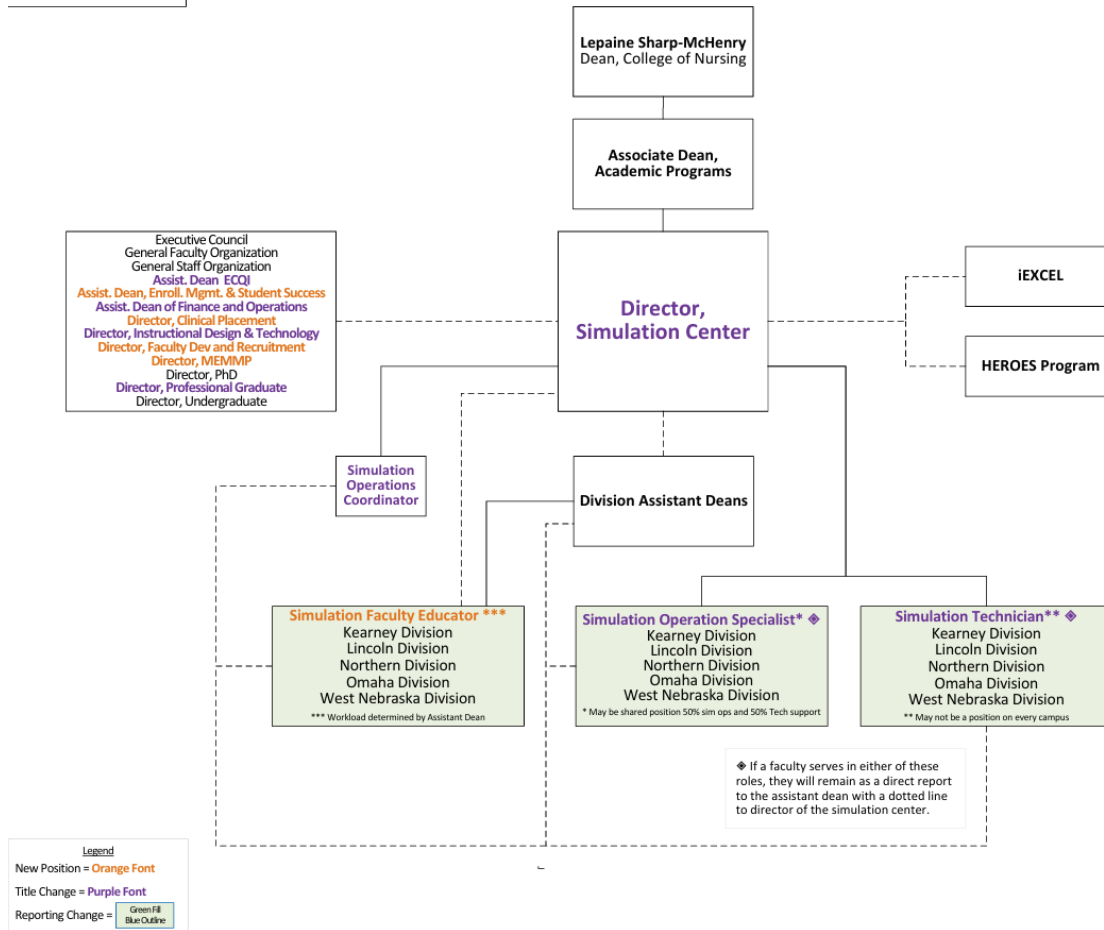
The UNMC CON is known as the '500-mile campus' across the state with nursing divisions in Omaha, Lincoln, Kearney, Scottsbluff (the West Nebraska Division or WND), and Norfolk (the Northern Division). The college was founded in 1917 as a school for nurses, later a School of Nursing, and became a CON in 1972. In addition to a bachelor's degree, the BOR approved the college offering the MSN in 1969, the PhD in 1989, and the DNP in 2011. The college's Lincoln division opened in 1974 and the West Nebraska division in 1986. In 1991, with the change of Kearney State College to the University of Nebraska at Kearney, an existing baccalaureate nursing program became the fourth division of the UNMC CON. In 2010, the CON opened a fifth division, in Norfolk, to serve in the northeast region of Nebraska. Beyond these brick-and-mortar divisions, the College offers RN-BSN, MSN, Post-Graduate Certificate (PGC – which includes the Post-Graduate APRN Certificate), DNP, and PhD degree programs to students wherever they live, using sophisticated distance-education technology.

The UNMC CON dean reports directly to the UNMC chancellor and serves as a senior leader on the chancellor's council and across university, college, and professional communities. In collaboration with deans, vice chancellors, and senior leadership, the dean guides the strategic planning and campus priorities. Within the college, the dean leads the executive council, collaborates closely with associate deans, assistant deans, directors, faculty, staff, and serves ex officio on all committees—advancing the college's mission and vision through innovation in nursing education, research, and clinical practice. The dean's office team includes the assistant dean of finance and operations, finance & operations administrator, administrator I, administrative associate II, business operations associate, and an administration associate.



The UNMC CON Simulation Centers are under the strategic leadership of the dean, who partners with the Associate for Academic Programs to provide oversight of simulation-based education across the five nursing divisions, ensuring simulation pedagogy is in alignment with the college’s mission and program outcomes and current standards of best practice. The director of simulation education reports to the associate dean for academic programs and is responsible for providing visionary leadership for the college’s nursing divisions across the state of Nebraska to utilize simulation as a teaching and learning modality to achieve student learning outcomes. The director of simulation education oversees the design, implementation, evaluation, and revisions of all Simulation Based Experiences (SBEs) initiatives at the college in collaboration with faculty, simulation staff, research teams, and healthcare professionals ensuring evidence-based practice, standards, and guidelines are integrated throughout. The director of simulation education and the assistant dean at each division have direct and indirect faculty and staff reporting responsibilities to ensure policies, best practices, and simulation operations are aligned across all divisions. The simulation operation coordinator, simulation operations specialists (SOS) and simulation technicians report directly to the director of simulation education and indirectly to their respective assistant dean. The simulation faculty educators and nursing faculty facilitators report to their respective assistant dean and indirectly to the director of simulation education, ensuring both divisional alignment and centralized oversight of SBE’s across UNMC CON.

Simulation Center



UNMC iEXCEL

The CON collaborates with UNMC iEXCEL (Interprofessional Experiential Center for Enduring Learning) which offers an interdisciplinary environment to enhance clinical skills using simulation and state of the art learning technologies and serves as a statewide resource for UNMC campuses.

The Dr. Edwin G. & Dorothy Balbach Davis Global Center on the UNMC Omaha campus is a highly advanced clinical simulation facility purposely designed to foster the practice of patient care in highly functioning and effective interprofessional teams. The 192,000 square foot center is made up of five distinct levels that work together to create a safe and innovative learning environment. The iEXCEL mission is to be a program that improves human performance and effectiveness in health care through the adoption of high-fidelity simulation, interprofessional collaboration, and experiential learning technologies.

The Douglas A. Kristensen Rural Health Education Complex on the UNMC Kearney campus also offers a highly advanced clinical simulation facility purposefully designed to foster the practice of patient care in highly functioning and effective interprofessional teams. The \$115 million complex expands UNMC's academic programs (including programs within the CON, College of Allied Health Professions, College of Pharmacy, and College of Medicine) and includes the new \$95 million, three-story, 110,000-square-foot Health Science Education Center II, which opened in January 2026, along with the original Health Science Education Center I (HSEC I) that opened in 2015.

UNMC HEROES Program

The Healthcare and Emergency Responder Organization Education through Simulation (HEROES) is an interdisciplinary approach to preparedness for natural and manmade disaster emergencies with CBRNE (chemical, biological, radiological, nuclear, explosive) implications for healthcare, community preparedness and public safety professionals and students across the state of Nebraska, and beyond. The program's goal is to simulate potential emergencies and public health threats. Spearheaded by the UNMC CON, it collaborates with the College of Medicine, the College of Allied Health Professions and the Center for Preparedness and Emergency Response Solutions. It is funded through a University of Nebraska Program of Excellence Grant. The HEROES program works in close collaboration with the UNMC CON by providing shared resources and educational support with simulation equipment and learning activities related to emergency preparedness and response. Areas supported include infection control, isolation care, autoinjector use, safe PPE donning and doffing, CPR in adults and pediatrics, use of defibrillators, team care and communication, and patient transport. Additionally, the program develops curriculum in collaboration with nursing faculty in emergency preparedness at both the undergraduate and graduate levels

UNMC CON Advisory Council consists of UNMC CON administration and community stakeholders for each division. Led by the dean, the council meets annually with each division represented to review current and future initiatives of the college. This is also a forum to receive input and guidance from council members to support education and training to impact learning and healthcare outcomes, including simulation.

HOURS OF OPERATION

Normal business hours for each division are Monday through Friday from 8:00 AM to 5:00 PM throughout the calendar year. Divisions may be closed on major holidays and university breaks. After-hours and weekend events must be scheduled in advance and are subject to approval and staffing availability.

Simulation Centers' Locations

Omaha Division- 4111 Dewey Avenue & 4101 Dewey Avenue, Omaha NE

- College of Nursing Building, Third floor
- Center for Nursing Science Building, Third floor

Lincoln Division-550 North 19th Street, Lincoln, NE

- HCCN First Floor

Kearney Division- 2402 University Drive, Kearney, NE

- HSEC I- Second Floor
- HSEC II- Third Floor

Western Division (Scottsbluff)- 1601 East 27th Street, Scottsbluff, NE

- WNCC Harms Building Room B122

Northern Division (Norfolk)- 801 E. Benjamin Avenue, Norfolk, NE

- Second Floor

ROLES AND RESPONSIBILITIES

The UNMC CON simulation center team provides exceptional support and expertise for all SBEs within the college, as well as external academic and clinical partners. The team includes the director of simulation education, a simulation operations coordinator, simulation operations specialists, simulation technicians, simulation faculty educators, nursing faculty facilitators, and student simulation and lab support assistants.

The Director of Simulation Education oversees five CON divisions. The director reports to the college's associate dean for academic programs and is responsible for all SBEs as a teaching and learning modality to achieve learning and patient care outcomes. In collaboration with the faculty, simulation staff, research teams, and healthcare professionals, the director ensures evidence-based practice, standards, and guidelines are integrated throughout all SBE's and address competencies for practice.

Responsibilities include:

- Lead the overall administrative, operational, and financial management of simulation-based education throughout all CON divisions.
- Collaborate with CON administrators, instructional technology, faculty, and staff to achieve strategic goals.
- Responsible for preparing, managing, and forecasting simulation budget.
- Prepare reports on simulation utilization, quality improvement initiatives, and accreditation requirements.
- Develop staffing and scheduling models to optimize utilization of simulation assets, in collaboration with the Simulation Operations Specialist.
- Work collaboratively with faculty to ensure coordination and alignment of simulation learning experiences with curriculum.
- Serve on CON committees and as an ex-officio on curriculum committees.
- Overall responsibility of simulation-based education in the development, design, implementation, and evaluation across all CON Divisions.
- Oversee formalized simulation training for faculty and staff.

The Simulation Operations Coordinator is responsible for overseeing the technical and day-to-day operations of all SBEs at UNMC CON divisions across the state of Nebraska. This individual has an administrator leadership role to assist the simulation operation specialists and simulation technician with infrastructure, technology, purchasing and maintaining equipment, inventory, scheduling, workflow, and constructs of simulation design, facilitation, and evaluation of SBE's. The simulation operations coordinator reports directly to the director of simulation education.

Responsibilities include:

- Responsible for simulation operations, project management, education, and on-going training of all simulation personnel at the CON Divisions across the state of Nebraska.
- Coordinate and provide support in preparation, setup and programming of a wide variety of simulation and technical equipment.
- Provide simulation technicians, faculty, staff, and students guidance on simulation fidelity.
- Maintain an accurate inventory of all simulation equipment and supplies.
- Coordinate tours, photo shoots, marketing gatherings, community events, etc.

- Oversee the maintenance of technology, equipment, resources, maintenance, and warranties for all CON Divisions.
- Collaborate with the director of simulation education to develop and update simulation policies, procedures, and practices.
- Prepare quality assurance and utilization quality reports.
- Monitor expenditures and provide recommendations to director of Simulation
- Adhere to best practices for simulation operations as defined by evidence-based practice, standards, and guidelines.
- Assist the faculty who utilize standardized patients with recruitment, training, scheduling, and reimbursement. Assure sufficient numbers and varieties of standardized patients to meet educational needs.
- Maintain knowledge of current and trending simulation technology and best practices.
- Proficient in equipment operation, maintenance, support, troubleshooting with timely solutions, repair and identifying replacement technology.
- Prepare and maintain manuals detailing equipment utilization, maintenance and safety information.
- Prepare moderate to complex analysis of requested information and data.
- Supervise in collaboration with assistant dean at each division for the hiring, training, and performance evaluation of simulation center personnel.
- Analyze processes, work operations, quality records, and other data sources to identify opportunities for improvement and challenges to achieving stated outcomes and develop solutions.
- In collaboration with the associate dean of academic programs and simulation team, explore opportunities for new revenue innovations using the simulation centers.
- Ensure policies, procedures, and protocols are established, maintained, and updated.
- Assure SBE compliance with professional accreditation and regulatory bodies.
- Foster interprofessional partnerships with internal and external stakeholders to impact learning and patient care outcomes.
- Identify and recommend equipment and resources necessary for SBE.
- Oversee equipment warranty and replacement rotations.

Simulation Operation Specialists coordinate the day-to-day operations and oversight of all SBE for their designated UNMC CON division to support simulation infrastructure, technology, policies, and procedures. The simulation operations specialist reports directly to their UNMC CON division assistant dean and indirectly reports to the CON's director of simulation education and simulation operations coordinator.

Responsibilities include:

- Coordinate the scheduling of SBE's with faculty and staff to determine required manikins, equipment, props, supplies, and rooms.
- Responsible for using a central scheduling system to determine appropriate simulation settings for scenarios, skills, and competency assessments.
- Coordinate faculty and student skills training including scheduling, setup/teardown of SBE and updating training procedure protocols.
- Maintain utilization records of all SBE's, tours, and community events for each semester and provide reports to their assistant dean and the director of simulation education.
- Responsible for ordering, receiving, shipping, and tracking of course-related educational materials, manikins, equipment, and props processed through their designated division simulation center.

- Participate in on-going professional development for personal growth to enhance knowledge and skills in best practices for SBE's.
- Collaborate with other CON Divisions on simulation policies, procedures, and guidelines to support an evidence-based practice environment.
- Share equipment, supplies, and resources with other CON divisions.
- Occasional evening and weekend work.
- Participate in designing and pilot-testing SBE's with audiovisual and technology support with faculty and staff.
- Provide operational and educational support for audiovisual systems, personal computers, projection systems, manikins, virtual reality equipment and other evolving technologies.
- Responsible for assisting faculty with a simulation software management platform used to view, record, assess, and debrief team training and individual performance.
- Maintain a proximity system to control access as needed to simulation rooms, equipment, and storage.
- Serve as a vendor liaison in collaboration with the director of simulation education and IT to purchase equipment, negotiate warranties, and coordinate training for faculty and staff on new products.
- Coordinate daily operation of the Simulation Center including, but not limited to, availability and maintenance of facility, equipment, software, and supplies.
- Serve faculty and student needs in supporting learning with various media and experiential learning activities identified by faculty.
- Assist simulation director in monitoring/tracking revenues and expenditures.
- Monitor inventory including, but not limited to ordering, usage, and storing of supplies.
- Oversight of inventory and check-out system processes for audiovisuals, equipment, simulation technology, and manikins.
- Communicate with director of simulation education on equipment, supplies, and simulation modalities needed for SBE's.
- Maintain logs of equipment warranties and software updates.
- Install and test software updates for all Simulation Center equipment.
- Day to day supervision of simulation technician, graduate assistants and/or student workers including task delegation, coaching, and feedback.

Simulation Technicians are responsible for day-to-day simulation operations at their designated UNMC CON division to support simulation infrastructure, technology, policies, and procedures. This includes programming, testing, troubleshooting, and facilitating patient care scenarios with faculty as assigned to deliver quality SBE's to achieve student learning outcomes. Their role also includes the management, maintenance, and repair of simulation-based education technology and audiovisual hardware/software.

Responsibilities include:

- Provide technical and audiovisual support for programmed and on-the-fly scenarios.
- Prepare simulation environment to replicate reality.
- Contribute to the development and/or revision of SBE experiences.
- Assist Standardized Patients with SBE environment, technology, and moulage.
- Adhere to all policies, procedures, and institutional practices.
- Coordinate tours, photo shoots, marketing gatherings, community events, etc.
- Assist with quality assurance and utilization reports.

- Occasional evening and weekend work.
- Assist with operating simulation equipment and programming software.
- Report maintenance issues and updates of simulators and equipment.
- Maintain, restock, and order inventory.
- Perform day-to-day maintenance and cleaning of simulation rooms, manikins, task trainers, and other equipment used.
- Engage in simulation technology training opportunities on best practices, equipment, and technology.
- Attend training to maintain knowledge of other simulation equipment and software.

Simulation Faculty Educators are CON faculty members identified for their expertise in SBE and are responsible for collaborating with faculty and staff at their UNMC CON division to design, facilitate, evaluate, and revise SBE at their designated CON division ensuring evidence-based practice, standards, and guidelines are integrated throughout to achieve student learning outcomes. They are integral in onboarding and mentoring faculty to the INACSL HSSOBP®. The simulation faculty educator reports directly to their UNMC CON division assistant dean and indirectly reports to the college's director of simulation education. The workload allocation for this position is determined by the assistant dean at each division in consultation with the director of simulation education based upon the College's workload policy.

Responsibilities include:

- Oversee formalized simulation training for faculty and staff.
- Collaborate with faculty, staff, and healthcare providers to design, develop, implement, evaluate and revise SBE based on participant(s) knowledge level, skills, abilities and expected outcomes.
- Ensure the International Nursing Association for Clinical Simulation & Learning (INACSL) Healthcare simulation Standards, evidence-based practice, standards, and guidelines are integrated SBE.
- Assist in the selection of simulation modalities and fidelity for SBE identified needs.
- Ascertain the method of participant evaluation prior to the SBE.
- Pilot-tests new or revised SBE with facilitators and edit prior to actual SBE.
- Facilitate a learning environment that incorporates professionalism, active learning, critical thinking, and clinical judgment.
- Mentor, supports, and provides constructive on-going performance feedback to SBE facilitators.
- Ensure policies, procedures, and protocols are established, maintained, and updated.
- Assure SBE compliance with professional accreditation and regulatory bodies.
- Create and maintain a psychologically safe SBE environment.
- Pursues on-going simulation professional development to maintain expertise.
- Contributes to scholarship within the CON related to educational technology and simulation.

See [CON Simulation Faculty Educator Role Description](#) for further responsibilities.

Nursing Faculty Simulation Facilitators are [faculty members](#) that utilize and facilitate SBEs in their assigned course(s) at the UNMC CON. They are responsible for collaborating with simulation faculty educators and simulation operations specialists for aligning their SBE's with the International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards of Best Practice (HSSOBP)® to ensure consistent, evidence-based application of simulation methodologies to support student learning and clinical competency development. The nursing faculty simulation facilitator assumes responsibility and oversight for managing the entire SBE and follows the INACSL HSSOBP® of Prebriefing: Preparation and Briefing, Professional Integrity, Facilitation, Debriefing Process and Evaluation of Learning and Performance. All facilitators are required to complete the Simulation Training Modules covering the INACSL HSSOBP® held in

the college's learning management system. Beginning in January 2026, all new faculty facilitators are required to complete the Faculty Simulation Onboarding and Training Program (SOTP).

Student Simulation and Lab Support Assistant supports the daily operations of the simulation and skills lab. Responsibilities include assisting with scenario setup, equipment maintenance and sanitation, inventory tracking and organization, and basic technology support. This position offers hands-on experience in a dynamic, collaborative learning environment and is ideal for students with interests in healthcare, education, or technology.

PERSONNEL BY DIVISION

Omaha Division

- Director of Simulation Education
 - Krystal Davis, EdD, MSN, RN, CSHE
- Simulation Operations Coordinator
 - Samantha Rogers, MSA, CHSOS
- Simulation Technician
 - Jeffrey Whannell, EMT-P, EMS-I, CHSOS
- Simulation Faculty Educator
 - Elizabeth Bockoven, MSN, RN, CHSE

Lincoln Division

- Simulation Operations Specialist
 - Tia Baumbach, BSN, RN, CHSOS
- Simulation Technician
 - Amanda Filipi, RT (R)
- Simulation Faculty Educators
 - Sue Schuelke, PhD, RN, CNE, CHSE-A, CCRN
 - Jenna Dubas, EdD, MSN, RN, CSHE

Kearney Division

- Simulation Operation Specialist
 - Sarah Leary, MEd, BA
- Simulation Faculty Educator
 - Amber Rau, MSN, RN

Northern Division

- Simulation Operations Specialist
 - Whitney Rockey, BA
- Simulation Faculty Educator
 - Jenna Hesse, EdD, MSN, RN, CHSE

West Nebraska Division

- Simulation Operations Specialist
 - Amber Jacoby, MSN, RN
- Simulation Faculty Educator

- Amber Jacoby, MSN, RN

SIMULATION PROCEDURE DEVELOPMENT, REVISION, AND APPROVAL

The simulation procedure manual is developed, revised, and approved by the CON simulation team. The CON simulation team consists of directors of simulation education, simulation operations coordinator, division simulation operations specialist, simulation technicians, and simulation faculty educators. The procedure manual is reviewed as a standing agenda item for the first cross campus simulation meeting of each academic year.

Onboarding and Training

SIMULATION ONBOARDING AND TRAINING PROGRAM (SOTP)

All faculty and staff involved with SBEs will complete the SOTP. UNMC CON SOTP is designed to onboard faculty and staff for their role, simulation processes, and infrastructure optimizing best practices in SBE. The onboarding process is individualized and utilizes a tiered, 3-phase approach, allowing education and training to align with the employee's prior experience and learning needs. There is a separate onboarding and training program for faculty and staff based on their roles and responsibilities. The faculty and staff Simulation Onboarding & Training Programs are placed on the college's learning management system. Throughout onboarding, there are scheduled and informal meetings with the simulation team and the orientee to provide ongoing support, guidance, and professional development.

Onboarding begins after the workload has been identified by their division's assistant dean, who collaborates with the director of simulation education to identify the employee's role, assignment, and the anticipated SBE start date. The director of simulation education initiates the onboarding process by scheduling a meeting with the orientee and introducing the employee to their division's simulation faculty educator, simulation operation specialist, and/or simulation technologist. The anticipated completion of Phase I: Onboarding is within 1-3 months of the start date. The suggested completion of Phase II: Experiential Learning is within the timeframe of 3 – 6 months. Lastly, Phase III: Role Assimilation is expected to be attained between 3 - 12 months, marking the transition to independent practice.

The suggested completion of Phase 1 is within the first month of start date. This phase begins with being assigned to a division simulation faculty educator and/or operation specialist. During this period, staff and faculty will learn about their UNMC CON simulation centers' roles, responsibilities, simulation pedagogy, simulation modalities, simulation operations, college's simulation documents, simulation safety, and infrastructure. This period also includes logistics of cross campus collaboration, day-to-day operations, and simulation-based experience (SBE) expectations. Also in the phase is independent learning including Simulation Education and Training Modules held in the college's learning management site that provides information regarding the INACSL HSSOBP®. All staff and faculty involved in simulation must complete a pretest, watch four narrated PowerPoint modules, achieve at least 80% on the posttest, and complete an evaluation. This ensures a consistent and thorough understanding of SBE principles and practices. Last, in this phase is to review simulation organization websites including but not limited to INACSL, the Society for Simulation in Healthcare (SSH), Healthcare Simulation Code of Ethics, and the Simulation Dictionary.

The suggested completion of Phase 2, Experiential Learning for facilitation and the essentials of simulation operations is within the timeframe of the first 1-3 months. The Division's Simulation Faculty Educator supports staff in identifying and engaging in SBE observation and facilitation opportunities in a psychologically safe

learning environment. This includes coordinating SBE's with experienced facilitation mentors to ensure staff gain exposure to effective facilitation techniques and best practices in simulation education.

Initially, the SBE onboarding includes observation of one manikin-based and one virtual reality SBE before a mentored facilitation experience. This allows staff and faculty to develop a deep understanding of simulation design; structured facilitation and debriefing techniques; and application of the INACSL HSSOBP®. Following the observation experiences, faculty and staff are to schedule two manikin-based SBE's to facilitate under the guidance of an experienced facilitation mentor. The two manikin-based SBE's may include repeating the same SBE within the same day. The progression from observation to hands-on facilitation fosters confidence, skill refinement, and guided practice, while ensuring staff are well-equipped to provide operational and technical support for meaningful SBE's.

In Phase 3, onboarding will include transitioning to the role of an Operation Specialist, Simulation Technologist, and/or Facilitator. Phase 3 represents the transition from guided learning to independent practice. In this phase staff and faculty should be demonstrating beginning competence across their role responsibilities. This phase verifies readiness to function as a fully autonomous member of the simulation team while adhering to safety, quality, and educational standards. This is the final phase of formalized SOTP onboarding for staff and faculty with anticipated completion within 3-12 months.

Phase 1: Onboarding & Independent Learning (Within the 1st Month)
• Tour and Overview of Simulation Center • Roles and Responsibilities • Simulation Organizations • Review Simulation documents and procedure manual
Phase 2: Experiential Learning (1-3 months)
• 2 SBE Shadowing Facilitator • Observe daily simulation operations • Orient to simulation technology • Compare properties of simulation modalities
• Design, schedule, facilitate, evaluate, and revise SBE's • Evaluated by Faculty Educator or Staff

PROFESSIONAL DEVELOPMENT

Professional development is essential for all faculty and staff involved in simulation to maintain expertise and stay current with best practices. This may include attending webinars, online courses, workshops, book clubs, and/or simulation conferences, as well as dissemination of simulation scholarship through publications or presentations. Professional development is available through Nurse Tim free to all UNMC CON faculty and staff. The UNMC CON has individual and division supported faculty development funds to support professional continuing education for faculty and staff ([see CON procedure 4101 Budget/Financial Principles and Practices](#)). In addition, endowed funds are available to support simulation staff and faculty. Requests for

educational events such as conferences or simulation review courses must be submitted to the director of simulation education for approval at least 3 months prior to the event. Opportunities include but are not limited to: SSH, INACSL, ASPCE, SimGHOSTS, and Healthy Simulation. Faculty can also consult with their division assistant dean to identify other sources of funding through the division specific professional development funds.

CERTIFICATION

All simulation faculty educators are expected to attain and maintain their CHSE within 2 years of appointment. Resources to study for the CHSE are available for free through the UNMC McGoogan Library. Financial support is available for initial certification through the CON Dean's office.

All simulation staff are encouraged to obtain certifications such as Certified Healthcare Simulation Educator (CHSE) or Certified Healthcare Simulation Operations Specialist (CHSOS), offered by the Society for Simulation in Healthcare (SSH). Financial support is available for initial certification through the CON Dean's office or through a UNMC Endowment Simulation Fund.

Requests and Scheduling

COLLEGE OF NURSING

Approval Process

All SBE's are planned with the division Simulation operation specialist or Technician using the Simulation Lab Reservation Request form and Simulation Planning Template except for the use of iEXCEL in Kearney and Omaha. To request or schedule simulation events at iEXCEL, please use the following link: [Scheduling Link | Training | iEXCEL](#). The Kearney division Simulation operation specialist will serve as the primary contact for supplies, the Skills Lab (202), and Virtual Reality (VR) resources.

All divisions follow the same simulation request due dates:

- Spring requests due November 30th
- Summer requests due April 30th
- Fall requests are due May 31st

Adherence to simulation request deadlines is mandated to ensure timely planning, personnel, and resource allocation. Requests submitted after the stated deadlines will be accommodated based on resource availability. All requests should be submitted using the request form on the CON Simulation Centers website or through the division's simulation operations specialist.

The request includes:

- Course name and number
- Course coordinator and facilitators
- Number of students
- Date, start, and end times.
- Type of event (lab, SBE, IVR)
- Equipment and supplies

The completed Simulation Planning Template will be stored on the Division Simulation Team site labeled by course number and SBE event name. Any changes to the setup/event/schedule need to be communicated with the simulation operations specialist as soon as possible. Any alternation may not be possible with less than one week's notice prior to the event.

Notifications

The simulation operation specialist/technician will confirm the dates, times, manikins, and equipment with the course faculty or if further discussion is needed to resolve scheduling conflicts.

Scheduling process

Scheduled SBE will be entered into the CON's EMS and the division simulation outlook calendar. Each division will maintain a separate Outlook calendar for simulation-based experiences.

In Outlook, SBE are titled by:

- Course Name (NRSG.....)/ SBE name
- GA/Student worker Name (First/last name)
- Tour- (Name of event)
- External Agency Name/ Event name

Each event will be assigned a category as follows:

- Setup/Takedown
- Meetings
- Orientations
- Skills labs (scheduled)
- Open labs
- Check offs
- Health Assessment lab
- High fidelity simulation
- IVR (Immersive Virtual Reality)
- Tours
- GA/Student worker
- External agency
- In-Class simulation
- Community engagement
- Service activities

Any faculty/staff who will be facilitating will be invited as attendees

Room/Location-List what Rooms will be utilized

Comments- Add student numbers (if able)

Scheduling Conflicts

Any scheduling conflicts will be managed on an individual basis. The simulation operation specialist will meet with the course coordinators to identify other options (reschedule, different room or simulator, etc.). Any conflicts that are unable to be resolved will be reported to the director of simulation education. The director of simulation education will meet with the group and may consult the assistant dean from the respected division to resolve. The director of simulation education serves as the final arbiter of scheduling decisions when conflicts cannot be resolved collaboratively.

Priority of Use

UNMC CON will prioritize utilization of space and resources according to the CON needs. All nursing courses take precedence over special events or outside requests.

Cancellations

Any cancellations or additional SBE requests are to be communicated directly to the simulation operation specialist/technician. Any cancellations should be communicated directly to the simulation operation specialist no later than one hour prior to scheduled event. Requests for additional SBEs are contingent upon the availability of dates, manikins, equipment, space, and personnel.

The CON simulation centers reserve the right to cancel or postpone any scheduled event, program, or reservation due to inclement weather, campus closure, emergency conditions, or any circumstance that the CON determines may pose a risk to participants, staff, or facilities. When the college initiates a cancellation or postponement, notification will be provided as soon as possible to the course coordinator and the primary activity contact identified on the Simulation Lab Reservation Request Form. If a campus-wide closure is announced by the university, simulation center activities will follow university directives unless otherwise communicated.

Severe Weather Policy

The CON Simulation Centers will follow the CON [Policy 1304 Cancellation of Classes or Clinical Experience](#) for inclement weather. The simulation center staff will work with the course faculty to reschedule the event.

Observation for Non-Participants

The CON Simulation centers allows observation of SBE for non-participants for the following purposes:

- Training faculty/staff
- Evaluation of faculty/staff
- Administrative evaluation
- Research

Observation of non-participants will be approved by the simulation operation specialist. Requests for observations should be made 48 hours prior to SBE. Non-participants are held to the same expectation of confidentiality as participants and informed of confidentiality policies. Learners are also notified in briefing if there are any non-participants observing and why. No videos or photos may be taken during simulations except by designated staff for educational purposes.

EXTERNAL AGENCIES

Approval Process

External agencies and organizations can reserve simulation space for clinical education, training, and workforce development across our five divisions. External agencies can request reservations on the UNMC CON Simulation Center website utilizing the CON Simulation Request Form. The Simulation operation specialist on that division will review the request and confirm the request deadlines for the CON. Fees are determined in accordance with the CON Simulation Center's established rental rates. All fees are subject to annual review and may be modified at the discretion of CON Simulation Centers.

Approval is based on the availability of dates, time, simulation rooms, manikins, equipment, and personnel to assist with the scenario at each UNMC CON division. No manikins, equipment, or supplies may be taken from

the Simulation Centers without prior approval from the director of simulation education, simulation operation specialist or simulation technologist.

Scheduling Process

Scheduled SBE will be entered into the CON's EMS and Outlook calendar once the external agency has signed the *Academic Affiliation Agreement for Clinical Education Experiences at UNMC* managed by the Clinical Placement Coordinator. Each division will maintain a separate Outlook Calendar for SBEs.

Notifications

The division simulation operation specialist will notify the individual who requested confirmation or if further discussion is needed to resolve scheduling conflicts.

Priority of Use

UNMC CON simulation centers will prioritize utilization of space and resources according to the CON needs. All nursing courses take precedence over special events or outside requests.

Cancellation Policy

The UNMC CON simulation centers reserve the right to cancel or postpone any scheduled event, program, or reservation due to inclement weather, campus closure, emergency conditions, or any circumstance that the CON determines may pose a risk to participants, staff, or facilities. In the event the UNMC CON simulation centers initiate a cancellation for these reasons, no cancellation fees will be assessed, and the UNMC CON simulation centers will make reasonable efforts to reschedule the event when possible.

If the requesting organization initiates a cancellation for reasons other than inclement weather or approved emergency conditions, a cancellation fee of \$250.00 will be applied if cancellation occurs within 10 University days of the scheduled event date. Cancellations received outside of this window will not incur a fee. The College reserves the right to bill the requesting organization for any costs already incurred prior to cancellation, including but not limited to staffing, standardized patients, equipment preparation, or materials.

Schedule Conflicts

Any scheduling conflicts will be managed on an individual basis. The simulation operation specialist will meet with the external partner to identify other options (reschedule, different room or simulator, etc.). Any conflicts that are unable to be resolved will be reported to the director of simulation education. In the event of competing with requests for simulation space, equipment, or personnel that cannot be accommodated concurrently, a structured prioritization process will be used. The director of simulation education serves as the final arbiter of scheduling decisions when conflicts cannot be resolved collaboratively.

Severe Weather Policy

The CON Simulation Centers will follow the [CON Policy 1304 Cancellation of Classes or Clinical Experience](#) for inclement weather.

SIMULATION TOURS

Simulation tours are arranged to provide future students, donors, and communities with opportunities to tour simulation and lab areas. Requests are to be submitted to the simulation operation specialist on that division at least two weeks in advance via email. Impromptu or unannounced tours cannot be guaranteed and will only be accommodated if time and simulation staff are available. Every effort will be made to accommodate tours. No

photography or videography is permitted. No tours are allowed in spaces with active simulation in progress. Tours should take place during regular business hours.

Request for tours includes:

- Name of Organization
- Contact Information
 - Email Address
 - Phone Number
- Date
- Time
- Purpose of the Tour
- Number of Participants

Cancellations

Any cancellations are to be communicated directly to the Simulation operation specialist/Technician. The UNMC CON simulation centers reserve the right to cancel or postpone any scheduled event, program, or reservation due to inclement weather, campus closure, emergency conditions, or any circumstance that the College determines may pose a risk to participants, staff, or facilities.

Scenarios

SCENARIO DEVELOPMENT

The operation specialist and the simulation technologist are responsible for simulation infrastructure, policies, and technology at their division's simulation center to support day-to-day simulation operations. In collaboration with the facilitator and simulation faculty educator, the operations specialist and simulation technologist contribute to the design, implementation, and evaluation of new or revised SBEs to ensure technical feasibility, enhance reality, support simulation pedagogy, and apply evidence-based best practices.

The Simulation Planning Template is a foundational tool that incorporates the INACSL HSSOBP® for all graduate and undergraduate SBEs at the UNMC CON. This template is required for all SBE in all CON programs and divisions. The Simulation Centers uses two distinct planning templates to support program needs: one designated for undergraduate programs and a separate template for graduate programs.

This structured format provides a consistent approach to guide SBE development, facilitation, and resource planning to align course objectives, learner outcomes, and evaluation methods. The template is located on the CON's learning management system on the Simulation Onboarding and Training Dashboard website.

Components include:

- Objectives and Competencies
- Environment
- Description of Client
- Simulation Modality
- Equipment List/Set-up
- Prebriefing: Preparation and Briefing
- Facilitation
- Debrief

- Evaluation
- References

The Simulation Planning template will be used by the simulation centers staff to program and prepare for the SBE. The planning template should be sent to the Simulation Operations Specialist no later than one month prior to scheduled SBE. A pilot of any new SBE must be completed within two weeks of the scheduled event. This will allow for revisions and further testing. All completed planning templates will be housed on the division's Simulation Microsoft Team site.

UTILIZATION OF SCENARIOS

All SBE developed by faculty, staff, or employees within the scope of their employment at the UNMC shall remain subject to UNMC intellectual property policies. Copyright ownership shall be jointly retained by UNMC and the original author(s) of the SBE unless otherwise specified through a separate written agreement.

UNMC CON faculty and staff may utilize SBEs developed by colleagues for internal educational purposes across all UNMC CON divisions and instructional sites to support student learning, faculty development, and programmatic needs. Such use shall include the right to implement an SBE in its original form and to make reasonable modifications necessary to accommodate local resources, learner populations, curricular requirements, or evolving best practices.

Notwithstanding the foregoing, use of an SBE by another faculty member does not transfer authorship, creator status, or ownership rights. The original author(s) should be appropriately acknowledged in all internal uses of the SBE and any derivative versions. Faculty or staff who did not substantially contribute to the original design, development, or scholarly work of an SBE shall not represent themselves as the creator or sole author of that SBE.

No individual may present, publish, distribute, commercialize, license, or otherwise disseminate an SBE or derivative work outside of UNMC without the knowledge and written permission of the original author(s) and any approvals required under applicable UNMC intellectual property policies. This restriction includes, but is not limited to:

- Conference presentations describing specific SBE design or materials.
- Scholarly publications, posters, abstracts, manuscripts, or educational products derived from the SBE.
- Distribution of scenario materials, facilitator guides, evaluation tools, multimedia assets, or other associated educational resources to external organizations.
- Commercial use or licensing of the SBE.

Where scholarly dissemination is pursued, authorship and acknowledgments shall be determined in accordance with accepted academic standards and based on the magnitude and nature of each individual's contribution to the original SBE and any subsequent revisions.

Version Control and Modification Tracking

To preserve the integrity of SBEs and appropriately recognize intellectual contributions, all SBEs shall maintain a documented version history.

The naming convention shall include:

[SBE Title] - Version [Major].[Minor] - [Author Initials] - [Date]

Examples:

- Obstetric Hemorrhage SBE - Version 1.0 - AJ - 2026-08-24
- Obstetric Hemorrhage SBE - Version 1.1 - AJ/KL - 2027-01-15
- Obstetric Hemorrhage SBE - Version 2.0 - AJ/KL - 2027-08-01

Version numbering shall follow the following schema:

- Major Version (e.g., 1.0 to 2.0): Significant revisions affecting learning objectives, scenario design, patient progression, assessment methods, or educational outcomes.
- Minor Version (e.g., 1.0 to 1.1): Limited revisions such as updates to medications, equipment, timing, learner instructions, debriefing questions, or local implementation requirements.
- Editorial Revisions (optional, e.g., 1.1.1): Formatting corrections, typographical edits, or administrative updates that do not affect educational content.

Each revised version shall include a revision log documenting:

- Version number.
- Date of modification.
- Name(s) of contributor(s).
- Description of changes.
- Whether the changes constitute a major or minor revision.

Creation of a modified or derivative version shall not eliminate or supersede the attribution of the original author(s). All subsequent versions shall continue to identify the original author(s) and document additional contributors and their respective modifications.

AUTHORSHIP

Authorship of a SBE is recognized based on the involvement with the development and implementation of the SBE. The lead author is typically the individual who contributed most significantly to development and coordination.

Individuals will be recognized as authors if they meet all the following criteria:

1. Substantial Contribution to Development

- Conception or design of the scenario (e.g., objectives, storyline, learning outcomes)
- Development of case content (e.g., patient data, scripts, clinical details, assessment tools)
- Creation of supporting materials (e.g., facilitator guides, evaluation rubrics)

2. Contribution to Implementation

- Active involvement in pilot testing, simulation delivery, or case facilitation
- Contribution to refinement based on implementation feedback (e.g., revisions after pilot or classroom use)

3. Participation in Review and Revision

- Critical review of the scenario for intellectual content, accuracy, and educational value

- Engagement in revisions and iterative improvements

4. Final Approval

- Approval of the final version of the scenario

5. Accountability

- Agreement is to be accountable for the integrity, accuracy, and quality of the work

CLINICAL QUALITY ASSURANCE

All SBE's are to be pilot tested at least 2 weeks prior to implementation to provide feedback, validate scenario flow and realism, and resolve issues in SBE design. Individuals involved with pilot testing may include course faculty and staff, content experts, and/or students who have successfully completed the course. Repeat pilot testing is not uncommon and an option to ensure all facets are "ready-to-go" prior to implementation.

The Simulation Planning Template should be reviewed by the Faculty Simulation Educator and/or subject matter experts for quality improvement to ensure simulation best practices. Suggested edits/changes are to be in process or completed by the course coordinator prior to next semester's request and documented on the Simulation Planning Template

Following each SBE, students evaluate their learning experience using the Simulation Effectiveness Tool – Modified (SET-M). All evaluations are confidential, with access restricted to the director of simulation education. At the end of each semester, the director distributes the evaluation results to the respective facilitator and Faculty Simulation Educator to review. Revisions to the SBE are made based on the evaluation data for quality improvement.

DEBRIEFING

Following every SBE will be a structured debriefing session to allow participants to reflect on their performance and receive constructive feedback. The CON has adopted the [PEARLS Healthcare Debriefing tool](#) to be used for all SBEs. The PEARLS framework is printed in all debriefing areas. All facilitators are trained in how to use the framework.

EVALUATION

All undergraduate SBEs shall utilize the Creighton Competency Evaluation Instrument (CCEI) 2.0 to evaluate student performance. Faculty members responsible for assessing students with the CCEI 2.0 must complete the required Laerdal Knowledge Hub training before conducting evaluations. The CCEI 2.0 instrument is housed within the CON Learning Management System *Simulation Onboarding and Training* course and should be used to support consistent implementation across campuses.

Graduate faculty may utilize Nurse Practitioner Student Competency Assessment (NPSCA), Simulated Patient (SP) Checklist, and/or Professional-Reporter-Interpreter-Manager-Educator/Evaluator Nurse Practitioner (PRIME NP OSCE). Faculty have the discretion to utilize additional reliable and validated tools.

In addition, all SBEs will be evaluated from student feedback utilizing the Simulation Effectiveness Tool-Modified (SET-M). Data will be reviewed by the director of simulation education each semester and sent to

individual facilitators to implement constructive feedback on facilitation and scenario design. Students also can provide feedback on instruction for the courses they are enrolled through [Policy 2105 Student Feedback of Instruction](#)

SIMULATION CURRICULUM MAPPING

SBEs shall be planned, developed, and implemented through a curriculum mapping process informed by course, program, and stakeholder needs assessments. SBEs will be aligned with established curricular concepts, course content, student learning outcomes, and professional competencies to ensure appropriate integration throughout the curriculum. Curriculum mapping will be used to identify gaps, redundancies, and opportunities for reinforcement of key concepts, while needs assessment data will guide the development, revision, and prioritization of simulation activities. The curriculum map and any substantive revisions shall be shared with the Undergraduate Affairs Committee and the Professional Graduate Affairs Committee, as the committees responsible for curriculum oversight, review, and ongoing evaluation.

Video Recording

CONSENT

All simulation participants are required to review and sign the Simulation Confidentiality and Fiction Agreement at the beginning of their academic program and again each fall semester in the CON's professional-grade electronic form and data collection platform. CON Student Affairs is responsible for distributing, collecting, and tracking completion of the agreement and maintaining the signed records. The agreement acknowledges that simulation scenarios may be recorded for educational and research purposes. A signed confidentiality and fiction contract must be obtained and kept on file as this includes the release of a notification of potential audio-visual recording for the student. In addition, signage is posted around the simulation centers where cameras are located to notify individuals that cameras, video and audio recording devices are always live.

VIDEO RECORDING PROCEDURE

Simulation scenarios may be recorded for educational and research purposes. Recordings will be securely stored and used only for guided debriefing, continued learning, aggregated research data or to ensure consistent grading. For video capture, the CON uses Elevate LearningSpace™. All recorded CON activities are restricted to relevant course faculty and individual students. In the simulation request form, faculty can request audiovisual recordings of the SBE. The Simulation operation specialist or Technician will oversee the video capture process. All recordings require the following:

- Course number or event name
- SBE name
- Date of event
- Name of learners to be recorded

All recordings in Elevate LearningSpace™ are required to be labeled. Any unlabeled recording will be deleted. The simulation centers staff in collaboration with the faculty will establish whether the recordings are used during the course for the debriefing, reviewed by students for self-assessment or saved for future review and research. Any video used for research requires UNMC IRB approval.

Recordings conducted outside of Elevate LearningSpace™, including those captured using tablets, or mobile devices, may be used for educational, assessment, quality improvement, and operational purposes at the

discretion of Simulation Center faculty and staff. All recordings must be initiated, managed, and stored by authorized Simulation Center personnel. Personal devices may not be used to record simulation activities. Recordings made on institution-managed, password-protected tablets or mobile devices must be uploaded to an approved secure storage location as soon as practical and deleted from the device once the transfer is verified. Videos may not be permanently stored on these devices.

Access to simulation center-managed recordings is limited to authorized faculty, staff, and approved learners with a legitimate educational need. Recordings may not be copied, downloaded, or shared outside approved CON systems without prior authorization.

The simulation center is not responsible for student-created recordings. When students are authorized to record videos in the simulation center for course-related assignments, they are responsible for the storage, retention, and security of their recordings.

Student education records are protected under the Family Educational Rights and Privacy Act (FERPA) and will be managed in accordance with university policies, FERPA requirements, and institutional data security standards

EDUCATIONAL RECORDINGS OUTSIDE OF SIMULATION BASED EXPERIENCES

The Simulation Centers is designed primarily to support SBE and other instructional activities. Requests to use Simulation Centers spaces for recordings that are not directly associated with a scheduled SBE activity—including student projects, instructional videos, research activities, presentations, or other educational recordings—must receive prior approval from the Simulation Operations staff.

Scheduling these recording activities must not interfere with educational programming or the daily operations of the Simulation Centers. Requesting faculty, students, or departments are responsible for providing their own recording equipment, personnel, and actors unless otherwise approved. Use of Simulation Centers space and equipment will be coordinated with Simulation Operations staff. Fees may be assessed for the use of equipment, staff support, and/or facility space, as applicable.

VIDEO DISTRIBUTION PROCEDURE

To ensure confidentiality of information, only course faculty, simulation centers staff, and simulation participants/students have access to simulation event recordings. Prior to any video recording being utilized, the event participants are informed of the plan to record, and the purposes are clearly outlined. No recordings will be used for promotional or public display without explicit written consent. Deidentified information may be used for aggregated data and reported for research purposes.

VIDEO STORAGE PROCEDURE

Unless otherwise requested by course faculty, SBE recordings will be retained for one year from the date of recording. At the end of the retention period, recordings will be permanently deleted.

Requests to retain recordings beyond one year must be submitted to the Simulation Operations Specialist prior to the scheduled deletion date. Examples of approved extended retention may include Institutional Review Board (IRB)-approved research activities or other educational or administrative purposes as authorized by the CON.

Media Consent

To ensure appropriate authorization is obtained before conducting photography, videography, interviews, audio recordings, or other media activities that are not conducted for educational or research purposes the following procedure is taken:

Obtain Consent

- Prior to any photography, videography, interview, audio recording, or other media activity that is not for educational or research purposes, the individual must complete and sign the *Nebraska Medicine/UNMC Media Consent Form*.

Purpose of Consent

- The Media Consent Form authorizes Nebraska Medicine and UNMC to create, use, and publicly disclose photographs, videos, audio recordings, interviews, and other media content that may include the individual's image, likeness, voice, or personal information.
- Authorized uses may include advertising, marketing, promotional, educational, public relations, and other organizational purposes.

Use and Disclosure of Media Content

- Media content may be used in various communication channels, including but not limited to:
 - Print publications
 - Websites
 - Social media platforms
 - Presentations
 - Marketing and promotional materials
 - Other organizational communications
- Media content may identify an individual as a current or former patient and may include information related to their medical condition, treatment, or healthcare experience.

Ownership and Compensation

Nebraska Medicine/UNMC retains sole ownership of all media content created under the consent. Individuals are not entitled to review, approve, modify, or receive compensation for the use of the content.

Privacy Considerations

Once media content has been publicly disclosed, it may be shared, reproduced, or reused by third parties. Publicly disclosed content may no longer be protected under applicable privacy laws.

Revocation of Consent

Individuals may revoke their consent at any time by submitting a written request to strategic-comms@unmc.edu. Revocation applies only to the creation and future use of new media content. Revocation does not require the removal of content that has already been created, published, distributed, or otherwise used before the revocation request was received. Consent remains valid until revoked in writing.

Voluntary Participation

Participation in media activities is voluntary. Students are not required to participate in photography, videography, interviews, audio recordings, or other media-related activities. A student's decision to decline participation or revoke previously provided consent will not affect their academic status, course grades, access to university services or resources, participation in educational programs, or eligibility for university benefits and opportunities for which they are otherwise qualified.

Simulation Facilitators

RESPONSIBILITIES

The Faculty Simulation Facilitator is responsible for the planning, implementation, facilitation, evaluation, and continuous improvement of simulation-based learning experiences that support course, program, and student learning outcomes. Responsibilities include:

- Ensure simulation activities align with course outcomes, program outcomes, and clinical competencies.
- Ensure SBEs follow current and acceptable standards of care, best practices, and hospital policies.
- Collaborate with simulation personnel to prepare the simulation environment, equipment, supplies, and technology necessary to achieve learning objectives.
- Prior to SBE, conduct pre-simulation setup and readiness checks to ensure all simulation spaces, equipment, and supplies support successful delivery of the learning experience.
- Communicate simulation expectations, preparatory materials, and required assignments to learners before the simulation experience.
- Ensure that prebriefing materials and participant roles are clearly defined.
- Conduct a comprehensive prebriefing that establishes psychological safety, confidentiality, professional expectations, and the fiction contract.
- Create and maintain a respectful, inclusive, and supportive learning environment.
- Facilitate simulation activities in a manner that promotes critical thinking, clinical judgment, teamwork, communication, and safe patient care practices.
- Monitor learner performance and adapt scenario progression as appropriate to meet learning objectives.
- Support participant engagement while maintaining scenario fidelity and educational integrity.
- Lead or co-facilitate structured debriefing sessions following simulation experiences.
- Utilize evidence-based debriefing methods to promote reflection, self-assessment, and integration of learning.
- Provide objective, constructive, and timely feedback to learners.
- Encourage discussion of clinical reasoning, decision-making, teamwork, communication, and patient safety considerations.
- Evaluate learner performance using approved course and program assessment tools.
- Complete required learner evaluations and documentation within established timeframes.
- Review and analyze simulation evaluation data, including student feedback and performance outcomes.
- Identify opportunities for improvement and recommend modifications to simulation activities as needed.
- Collaborate with course faculty, simulation staff, and standardized participants to ensure successful simulation implementation.
- Assist in the development, revision, and validation of simulation scenarios and assessment tools.

CODE OF CONDUCT

All simulation facilitators shall conduct themselves in accordance with the ethical principles and professional standards outlined in the Healthcare Simulationist Code of Ethics (Society for Simulation in Healthcare). Facilitators are expected to demonstrate integrity, transparency, mutual respect, professionalism, accountability, and a commitment to continuous improvement and learner success.

Simulation facilitators shall:

- Foster a psychologically safe, respectful, and supportive learning environment for all participants, including learners, simulationists, standardized participants, faculty, staff, and observers.
- Treat all participants with dignity, respect, and professionalism.
- Refrain from demeaning, discriminatory, intimidating, mocking, or otherwise inappropriate behavior, whether verbal, written, electronic, or non-verbal.
- Model professional behavior and communication consistent with the standards of the nursing profession and the Healthcare Simulationist Code of Ethics.
- Maintain confidentiality regarding participant performance and simulation-related discussions, as appropriate.

Facilitators shall promote and uphold the simulation "fiction contract" by encouraging participants to engage fully in simulation activities while acknowledging the limitations of the simulated environment. Facilitators are expected to:

- Present simulation experiences as realistic clinical learning opportunities.
- Encourage active participation and professional engagement throughout simulation activities.
- Support learner immersion by maintaining scenario fidelity and minimizing unnecessary disruptions.
- Facilitate debriefing and reflection in a constructive, objective, and learner-centered manner.

In addition to simulation-specific ethical standards, all UNMC CON faculty and staff shall comply with [UNMC Policy 8006: Code of Conduct](#).

Simulation Participants and Learners

RESPONSIBILITIES

- Participate in a simulation center orientation provided by a Simulation Faculty educator and/or simulation lab staff.
- Read and acknowledge the simulation contract and confidentiality agreement.
- Adhere to simulation lab guidelines and code of conduct.
- Complete all assigned pre-SBE assignments prior to attending.
- Students are expected to come to the lab prepared by having read the scheduled lab or simulation objectives and assignments prior to the start of the lab periods.
- Must show up for SBE on time.
 - Participants must contact the course faculty if they cannot meet simulation requirements or are not able to attend. [See CON Policy 2218 Makeup of Clinical Laboratory](#).

- Students should be knowledgeable in the care, handling, and proper use of equipment prior to using it in the laboratory. Equipment and supplies need to be used safely and for their design purposes. Please report any malfunctioning or broken items to the simulation center staff.
- Gather and return equipment used for skill performance.
- Approach simulations as if they were actual patient interactions.
- Maintain safe practice.
- Maintain cleanliness of the area.

UNDERGRADUATE SIMULATION HOURS

Undergraduate clinical hours for simulation are based upon the level of active engagement of students and the complexity of the learning experience. The ratio of simulation hours is one hour of simulation learning experience that will count as one clinical clock hour. See CON Policy 2226 CON Undergraduate Simulation Hours.

STUDENT USE OF CLINICALLY RELATED LAB SUPPLIES AND EQUIPMENT

The UNMC CON purchases consumable supplies for use by students in the learning environment, both in skills labs and simulation, under close supervision of faculty and/or teaching assistants. Task trainers (e.g. pelvis models for urinary catheterization) and equipment such as injection pads and simulation manikins provide a safe mechanism for practicing invasive skills. Safe performance of invasive skills, when completed following established guidelines, can be attained in this environment without risk of harm to patients.

- Consumable supplies and equipment available in the CON for student practice and demonstration of invasive clinical skills are to be used in designated area(s) on each division.
- CON provided consumable supplies and equipment available to students are not to be used for practice of invasive procedures on students, faculty or other individuals.
- CON provided consumable supplies are to be disposed of properly in designated locations on each division.
- Consumable supplies and equipment are not to be removed from designated areas without permission from staff and/or faculty.
- CON provided consumable supplies and equipment may be checked out on each division following appropriate procedures for a planned patient encounter, such as blood glucose determination and/or blood pressure measurement, related to a nursing course under the supervision of faculty and/or teaching assistants.
- Equipment may also be checked out on each division following appropriate procedures for practice off division of non-invasive procedures, such as blood pressure measurement.
- Real medication is not to be used as a consumable supply.

See CON Policy 3105 Student Use of Clinically Related Supplies and Equipment.

CODE OF CONDUCT

All simulation participants review and sign the Simulation Confidentiality and Fiction Agreement. By signing, they acknowledge and agree with the following:

- All participants, including learners, Simulationists, and observers—are expected to uphold the ethical standards outlined in the *Healthcare Simulationists Code of Ethics* (Society for Simulation in Healthcare, 2018). These standards encompass integrity, transparency, mutual respect, professionalism, accountability, and a results-oriented approach.
- Foster a respectful and supportive learning environment. I will refrain from any demeaning, mocking, or negative behavior—verbal, written, or non-verbal—toward any participant. I will consistently uphold the principles of the *Healthcare Simulationists Code of Ethics*.
- **Professional Engagement and Fiction Contract:** I recognize simulation as a critical component of clinical education. I will participate fully and professionally, treating each scenario as a realistic patient care experience.
- **Observer Responsibilities:** If assigned as an observer, I may view scenarios via live video feed. Participants will not interfere with simulations in progress.

In addition, UNMC CON students are required to follow [Policy 2225 Undergraduate Professional Performance](#).

CONFIDENTIALITY & FICTION CONTRACT

All simulation participants are required to review and sign the Simulation Confidentiality and Fiction Agreement at the beginning of their academic program and again each fall semester in the CON's professional-grade electronic form and data collection platform. Student Affairs is responsible for distributing, collecting, and tracking completion of the agreement and maintaining the signed records. Prior to each SBE, simulation facilitators review the agreement. By signing, they acknowledge and agree with the following:

- **Professional Engagement and Fiction Contract:** I recognize simulation as a critical component of clinical education. I will participate fully and professionally, treating each scenario as a realistic patient care experience.
- **Confidentiality Commitment:** I will maintain strict confidentiality regarding all aspects of the simulation, including scenario content, participant actions, and debriefing discussions. Any unauthorized viewing, discussion, or disclosure will be considered academic dishonesty and may result in disciplinary action per the [Policy 2225 Undergraduate Professional Performance](#).

ORIENTATION

Students shall receive an orientation to the simulation center prior to their first simulation-based experience. Orientation includes but is not limited to simulation center guidelines, simulation policies and procedures confidentiality and fiction contract, and the simulated environment. The course coordinator/faculty schedules and coordinates student orientation with the simulation operations specialist.

CELL PHONE USAGE

Electronic devices (e.g., cell phones, smartwatches, tablets, cameras, and recording equipment) must be powered off during SBEs unless approved by faculty. Personal electronic devices are not permitted in the simulation lab unless authorized by faculty. No photos may be taken during simulations except by designated staff for educational purposes. Sharing simulation experiences on social media is prohibited and may result in disciplinary action per [UNMC Policy 6081 social media](#).

OPEN SKILLS LAB

Open skills lab is one of the practice components provided to BSN students. Students are informed of designated open lab times at the beginning of each course. Students can contact the Simulation operation specialist or simulation technician to schedule the lab. All open lab hours are subject to change due to the availability of personnel and space. All open skills labs must be supervised by a faculty or simulation staff member. No equipment or supplies shall leave the lab areas unless authorized by simulation staff.

REMEDICATION

The goal of remediation is growth and skill development. This process is designed to support success and strengthen clinical competence. Remediation may be required when a participant:

- Fails to meet simulation objectives
- Demonstrates unsafe patient care practices
- Fails a simulation competency assessment
- Shows deficits in clinical judgment or prioritization
- Demonstrates ineffective communication or teamwork
- Requests for additional learning opportunities
- Receives faculty recommendation based on repeated performance concerns

Simulation Facilitators' responsibilities:

If remediation is used in a given course, it should be communicated to students in the beginning during preparation and prebriefing.

1. Review:
 - Simulation evaluation tool
 - Observer notes
 - Video recordings (if available)
 - Clinical performance data/Clinical evaluation tool
2. Identify and communicate specific performance gap(s) to the individual student. Remediation should be kept confidential to only those involved. Document in CCEI 2.0 tool and/or course clinical evaluation tool.
3. Emphasize:
 - Learning rather than punishment
 - Opportunity for improvement
 - Safe learning environment
 - Psychological Safety Statement

"The goal of remediation is growth and skill development. This process is designed to support your success and strengthen your clinical competence."

4. Select learning strategies based on identified deficits. Examples:

Knowledge Deficits	• Assigned readings • Case studies • Concept mapping • Clinical reasoning exercises • Medication review
Psychomotor Skill Deficits	• Task trainer practice • Deliberate skills rehearsal • Return demonstrations • Peer-assisted learning
Clinical Judgment Deficits	• Guided unfolding case studies • Virtual simulation • Clinical decision-making algorithms • Think-aloud exercises
Communication Deficits	• SBAR practice • Standardized patient encounters • TeamSTEPPS exercises • Role-play scenarios

Evaluation methods may include:

- Repeating simulation
- Skills check-off
- Oral questioning
- Clinical Reasoning exercise

Scenario should:

- Directly address identified deficiencies
- Match original learning objectives
- Include opportunities for success
- Increase complexity only as appropriate
- Follow the INACSL HSSOBP®

5. Documentation on the CCEI 2.0 tool and/or the course clinical evaluation tool

- Date of remediation
- Activities completed
- Participant engagement
- Reassessment results
- Final determination

SIMULATION LAB CONCERNS AND GRIEVANCES

The CON is committed to providing all students with a learning environment that is safe, inclusive, and supportive of academic success. Students can provide formal complaints and formal grievances through [Policy 2602 CON Student Formal Complaints and Formal Grievances](#). A formal complaint is a student statement of dissatisfaction usually directed towards a specific student, faculty member or staff member and may be related to program quality or service delivery. According to UNMC policies, a grievance is when faculty or staff demonstrate behavior that violates UNMC student policies or if students encounter conditions that adversely impact their ability to successfully complete their program of study.

Initial Steps for Resolving Student Complaints

1. As part of professional practice, it is recommended that the first course of action involves a discussion between the student and the student, faculty, or staff member to resolve the issue. All participants reserve the right to record any meeting that discusses these topics or have a third-party present to take notes regarding the meeting, with all parties having given consent and being aware of the recording.
2. If discussion with the involved student, faculty, or staff member is not possible or is not effective, the student should discuss the issue with their faculty advisor, specialty coordinator, program director or staff supervisor.
3. If no resolution is reached, the student will be referred to the division assistant dean.
4. If no resolution is reached in the meeting with the division assistant dean, the student will be referred to the Associate Dean for Academic Programs (ADAP) to initiate the formal complaint resolution procedure.

Formal Complaints

For student complaints that are not resolved through the initial steps delineated in 2602-PR1 Student Complaint Procedure, students should submit the formal complaint via the form in the student success software system using the procedures delineated in 2602-PR1 Student Complaint Procedure.

Formal Grievances

For student grievances that are not resolved through the initial steps delineated in 2602-PR2 Student Grievance Procedure, students should submit a formal grievance via the form in the student success software system using the procedures delineated in [2602-PR2 Student Grievance Procedure](#).

Safety and Security

UNMC recognizes its role in stewardship in protecting and conserving human, property, and financial resources of the University. Each employee and student of UNMC must also recognize this commitment and practice the highest degree of concern for the safety of fellow employees, students, patients, and the public. [UNMC Policy 2000 Safety](#) is to always promote safety and to prevent occupational injury, illness, and financial loss to the institution. The CON follows the [UNMC Environmental Health and Safety Policies, Plans, and Guidelines](#).

EMERGENCIES

Emergencies are communicated to all employees and students through UNMC Alert using contact information in internal systems. UNMC Alert is a cutting-edge system powered by RAVE Mobile Safety which sends critical alerts and notifications to UNMC students, faculty and staff, and to Nebraska Medicine colleagues

during emergencies. These alerts include active shooter and armed intruder situations, tornado warnings, potential hazards, and other critical situations that may impact the campus operations or its personnel. UNMC Alert offers individual notifications, including text, phone, and email, as well as notifications through digital signs, computer crawlers, and a mobile app. Each employee and student should verify their contact information in their appropriate campus alert systems:

- Omaha: UNMC Alert: <https://getrave.com/login/unmc>
- Kearney: UNK Alert: https://www.unk.edu/offices/emergency_management/unk_alert.php
- Lincoln: UNL Alert: <https://unlalert.unl.edu/unlalert/default.aspx>
- Norfolk: NCC campus alert: <https://northeast.edu/campus-alert>
- Scottsbluff: WNCC Alerts: <https://requests.wncc.edu/kb/faq.php?id=95>

UNMC CON has Emergency Preparedness Guides located on each division to assist during emergencies such as fire, disaster, bomb threats, armed intruder, and/or medical emergencies.

In the event of any medical emergencies or disaster, call **911** or University Dispatch at (402) 559-5555 for Omaha division and follow the established emergency response and notification procedures for the individual campus to activate the local emergency response system. Once 911 has been activated, CON leadership should be notified in case further assistance is required. In the event of a medical crisis or disaster, the director of simulation education will inform the appropriate assistant dean and associate dean of academic program.

Fire

*Smoke or Fire Sighted - **RACE***

R- Rescue those in immediate danger

A - Alarm

- Activate the fire pull station
- Call 911 and give:
 - The exact location of the fire, your name, and type of fire, if known.

C- Contain the fire by closing all doors and windows.

E- Extinguish if possible or evacuate if fire or smoke is discovered

Smell something burning but see no smoke:

- Notify UNMC facilities
- If the odor persists but nothing is found, contact 911 or Omaha University Dispatch (402) 559-5555 and explain situation

Tornado

Tornado watches indicate the conditions for a tornado exists. If a tornado warning is issued, a tornado has been sighted or observed by radar, and you need to seek shelter. This will be communicated through NWS weather radio, UNMC Alert, outdoor warning sirens, and other methods. Severe weather shelter areas are internal rooms, no windows, and at the lowest level possible in the time available. When possible, while making your way to the storm sheltering area, choose the center stairwell.

Medical

Simulation Centers are not a Health Center and may not be used for clinical diagnosis or treatment.

AED locations

Omaha

- College of Nursing (CON) third floor hallway, outside room 3021
- Center for Nursing Science (CNS) third floor, west wall of the atrium (3031), near the drinking fountain

Lincoln

- First floor: CON by room 142 and near freight elevators east of pharmacy
- Second floor: outside room 241 and near freight elevator in hallway 6
- Third floor: located next to main elevator

Kearney

- HSEC I: located near elevators on the first floor
- HSEC II: located on second and third floors near elevators

Scottsbluff

- In room B130 above the filing cabinet next to the secretary's desk of the UNMC CON hallway of the Harms Technology building
- Located at the front entrance of the Harms Building behind the main reception area and in front of room C139

Norfolk

- AED is located on the lower level in the hallway, outside of the men and women's restroom, room number 130/132

Stop the Bleed Kit

Omaha

- Center for Nursing Science (CNS) third floor west wall of the atrium (3031), near the drinking fountain

Lincoln

- CON first floor, Supply Room (146), Rack 17, bottom shelf

Kearney

- HSEC I: Outside of Room 112 and next to 2nd floor elevator
- HSEC II: Next to rooms 101, 201, 301

Scottsbluff

- CON Hallway-secretary office, room B130 above filing cabinet next to the AED

Norfolk

- CON (CON) is located on the lower level in the hallway, outside of the men and women's restroom, room number 130/132

OCCUPATIONAL SAFETY

Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) refers to equipment worn by workers to protect against health and safety risks at work. This includes items such as gloves, safety glasses, helmets, ear protection, respirators, and protective clothing. PPE serves as the last line of defense when engineering and administrative controls are insufficient to mitigate risks. There are many different types of PPE that may be needed in the Simulation Centers from eye protection to respiratory. Find PPE resources below:

- [Eye and Face Protection](#)
- [Foot Protection](#)
- [Hand Protection](#)
- [Head Protection](#)

Chemical Splash

In the event a chemical splash occurs following the approach protocol below:

- Eye contact: Use eyewash/drench hose to properly flush eyes with water while eyelids are held open for a minimum of 15 minutes, then seek medical attention. If contacts are present, remove before flushing eyes.
- Skin contact: Promptly remove any contaminated clothing and flush the affected area with water for a minimum of 15 minutes. Use a safety shower when contact is extensive. Seek medical attention.
- Clean up: Follow the spill cleanup guidelines.
- Report: In all instances of exposure, an incident report form will need to be completed. Notify manager, supervisor, or lead. Complete an employee safety event report within 24 hours.

[chemicalspillresponse.pdf](#)

[unmcchemicalspillplan.pdf](#)

Blood Pathogen Exposure

UNMC follows the Occupational Safety and Health Administration's (OSHA) Bloodborne Pathogens Standard 29CFR 1910.1030, the Centers for Disease Control (CDC) guidelines, and legal requirements when making decisions regarding the rights and responsibilities of individuals potentially exposed to or currently under treatment for a bloodborne pathogen/disease. To ensure compliance with these authoritative regulations and provide guidance to UNMC staff, researchers, and students, a Bloodborne Pathogens Exposure Control Plan (ECP) has been designed to eliminate or minimize exposure to bloodborne pathogens such as the following:

- Hepatitis B Virus (HBV)
- Hepatitis C Virus (HCV)
- Human Immunodeficiency Virus (HIV), as well as other potentially infectious bloodborne agents

In accordance with CDC/OSHA guidelines, Standard Precautions will be observed. This refers to the practice of regarding all blood and body fluids as potentially infectious. Standard Precautions shall be utilized when handling any blood and/or body fluids, tissues, other potentially infectious materials or when in contact with mucous membranes or non-intact skin of all patients/persons/animals.

Bloodborne Pathogen Exposure

A bloodborne pathogen exposure incident is defined as a specific eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee/student job duty.

In the event of blood or body fluid exposure, the employees and students should:

1. Wash the affected area immediately with soap and water (eyes and other mucous membranes should be flushed with water).
2. DO NOT WAIT. Report immediately to Division Specific Employee Health or call the post-exposure paging system for risk assessment and assistance in determining needed health care follow-up.

The post-exposure paging system is accessed as follows:

*9-(402)-888-OUCH (6824) On campus

(402)-888-OUCH (6824) Calling from off campus

1-(402)-888-OUCH (6824) Calling long distance

3. Inform the appropriate supervisor/instructor.
4. Document the exposure on an UNMC Incident Report form.

LATEX FREE

UNMC minimizes latex exposure among faculty, staff, students, and visitors. The use of powdered latex gloves is prohibited. Employees shall use powder-free non-latex gloves whenever possible. Powder-free non-latex gloves shall be provided to all employees who are sensitized/allergic to latex. Any participant with a known latex allergy should disclose it to their faculty. When this occurs, faculty should work with simulation staff to ensure there is no risk of latex exposure.

WASTE HANDLING

UNMC is required to manage waste in a manner designed to protect patients, employees, students, contractors, visitors and volunteers, as well as the environment per UNMC Policy 2005 Waste Handling.

Sharps

Use of needles and syringes should be kept to a minimum and handled properly, as required. Puncture-resistant containers for sharps must be properly autoclaved or decontaminated before being discarded, reused, or incinerated.

Sharps Disposal

a. Recapping

- Do not shear, bend, break, or cut used needles.
- Contaminated needles are not removed from disposable syringes or vacutainer holders by hand.
- In very rare instances that recapping is necessary, use a one-handed technique (e.g., do not use a two-handed technique).

- In specific situations where recapping or removal of needles from syringes is necessary, it must be accomplished with the use of a mechanical device that protects the hand or a safe one-handed recapping technique (e.g., when the specimen is contained in the needle).

b. Disposable Sharps

- Disposable sharps must be discarded immediately, or as soon as feasible, into containers that are closable, puncture-resistant, color-coded or labeled, and leak-proof on the sides and bottom.
- The employee and student should never reach into, or force items into a sharps container. They must be kept upright throughout use, replaced routinely, and not allowed to overfill.

c. Sharps Disposal Containers

- The campus may contract for company exchange of reusable sharps containers per OSHA guidelines.
- Sharps disposal containers are closable, puncture resistant, and leak-proof on the side and bottom.
- Sharps disposal containers must be convenient and widely available in all areas where there may be handling of blood/body fluids or OPIM.
- Sharps containers must be accessible to employees and located as close as feasible to the immediate area where sharps are used (e.g., research lab workstation) or where sharps may be found although not routinely used (e.g., laundry).
- Sharps containers must be approved by Infection Control & Epidemiology and UNMC Environmental Health and Safety.
- The sharps containers must be labeled with a biohazard sign or be red in color. These containers must remain upright throughout use. Containers are properly closed and removed to the appropriate pick-up point when they are three-fourths full.
- It is the responsibility of any employee to remove and replace sharps containers when they are three-fourths full. Disposable sharps containers are appropriately sealed and placed into biohazardous waste containers. Reusable sharps containers must be closed, then taken to the designated location and placed on the appropriate cart shelf for disposal.
- Gloves are worn when sharps containers require removal.

No sharps may be removed from the skills or simulation areas. All injuries or “clean” needle sticks must be reported to the simulation centers staff immediately. Any potential exposures to biological or BBP materials should be reported to the OUCH pager at 402-888-OUCH (6824)

Biohazard Waste

Biohazardous waste will be managed and disposed of in accordance with DOT, EPA, OSHA, and State of Nebraska Regulations. Biohazardous waste, also called infectious waste or biomedical waste, is any waste containing infectious materials or potentially infectious substances. Biohazardous waste is handled in accordance with the UNMC and Nebraska Medicine Biosafety Policies and Procedures. To request biohazard waste containers, [email Environmental Services](#) or call 402-559-4073.

- [UNMC Biohazard Waste Disposal](#)
- [UNMC Waste Handling Policy](#)

Chemical Disposal

Chemical waste is any chemical or chemical material that is used or no longer needed and destined for disposal. All used and unused chemicals must properly be disposed of by submitting a pick-up request to EHS.

Chemicals and chemical materials are disposed of in accordance with the EPA regulations. EPA also requires UNMC to have a [Waste Minimization Plan](#) for hazardous waste. Use the [Chemical Disposal Fact Sheet](#) for guidance on disposing of chemicals. Please see the Hazardous Material Fact Sheets for information on some specific chemical waste streams. Empty containers must be properly handled to ensure the safety of the laboratory and EVS staff. Please see the Hazardous Materials Fact Sheet [Empty Chemical Container Disposal](#). For additional information on chemical disposal, please contact EHS at (402-559-6356) or ehspickups@unmc.edu.

Battery Disposal

The Environmental Protection Agency (EPA) regulates some batteries because of high amounts of heavy metals. Listed below are the proper management methods for different types of batteries. Please contact EHS at (402) 559-6356 if you have any questions.

- [UNMC Battery Disposal Procedure](#)

Hand Sanitizer Disposal

Most hand sanitizer (both gel and foam) contains both ethyl and isopropyl alcohols as the sterilizing/drying agents. Alcohol is flammable and regulated by the Environmental Protection Agency (EPA) when the flash point is less than 140 degrees Fahrenheit and must be handled as hazardous waste. The safety data sheet on the most common hand sanitizer on campus indicates that the flashpoint is 77°, therefore it is regulated by the EPA. Please try to use all hand sanitizers, but if you have any excess, expired or unwanted hand sanitizers, they must be tagged with a chemical collection tag and given to EHS for proper disposal. Empty bags or pump containers of hand sanitizers are not regulated and can go in the regular garbage even if there may be some residue. A container is considered empty if it has been emptied (by normal means) and there is less than 3% of the product remaining.

Aerosol Can Disposal

The Nebraska Department of Environmental Quality (NDEQ) has determined that used aerosol cans (including empty aerosol cans) must be handled as hazardous waste. Therefore:

- All used/unwanted/empty aerosol cans must be collected. Examples of used aerosol cans include but are not limited to compressed air dusters, WD-40, spray paint, hair spray, whipped cream and cooking spray.
- Store empty/unwanted aerosol cans in closed, labeled containers. Label the containers, "Used Aerosol Cans".

NOTE: Used compressed gas cylinders (lecture bottles, butane, and propane) are not aerosol cans and must not be included with the used aerosol cans. Please have them tagged to pick up separately.

- When a container is full, place the aerosol cans in a bag (double or triple bag if necessary), complete and attach a chemical collection tag to the bag. If the bag is within the container, remove the bag from the container prior to picking up. Contact EHS for pick-up and disposal.
- Requests for pick-ups can be submitted on-line at: [Chemical Waste Pick-up Request](#)

INFECTION CONTROL

All students and faculty should follow Standard Precautions while participating in clinical activities in the skills lab or simulation centers. If a simulation scenario indicates the need for additional precautions, students are expected to follow this.

CLEANING OF SIMULATION/LAB SPACE AND EQUIPMENT

Cleaning will be based upon current guidelines from the CDC.

- Simulation: Students will leave Simulation Labs at the end of the scenario and will NOT need to clean the room unless they assist in resetting the next group.
- Health Assessment or Bed Lab: Students will be responsible for the cleanliness of the bed lab after use. Beds will be at the lowest level with the side rails down. Tray tables will be cleaned and placed over the bed in the middle. Linens will be neat. Manikins will be covered with bed linens just like a real patient. The classroom will be free of debris. All soiled linens will be placed in hampers for laundry. Clean linen is stored in lab cabinets.
- Skills: When finished in Skills Labs, clean the counter tops and/or trays, and anything else you came into contact with (i.e. equipment) using antiseptic disposable wipes. Leave the lab station clean and the room free from debris.

PHYSICAL SAFETY

- Students will be instructed in safe patient handling techniques prior to practice and demonstration. Students should use caution when practicing lifting skills and should not lift another student or manikin without assistance.
- The wheels of all equipment (beds, wheelchairs, stretchers, etc.) are to be locked during practice and after use.
- Students will not sit on the beds, stretchers, or wheelchairs unless they practice that skill under supervision.
- Accidents and injuries should be reported immediately to simulation center staff. The simulation center staff will complete an [UNMC incident report](#). All accidents and injuries shall be reported to the director of simulation education and division assistant dean.
- All labs are locked unless occupied by faculty, staff, and/or students. Any breach of security must be reported immediately to the simulation center staff. No unsupervised students are allowed in labs unless prior approval is given by simulation center staff and faculty. Unsafe behavior will not be tolerated and should be reported immediately to faculty or simulation center staff.
- Children and unauthorized personnel are not allowed in the labs at any time unless approved for an educational activity by faculty or simulation staff. Children participating as standardized patients or in other approved educational experiences must be appropriately supervised at all times.
- Access to the doorways in the labs will be always free from obstruction.

IDENTIFICATION BADGES

Unless otherwise instructed, students performing SBEs are expected to wear clinical attire while in the clinical simulation centers. Students should adhere to the same requirements as the clinical setting. Students must wear a visible UNMC issued identification badge.

PSYCHOLOGICAL SAFETY

All personnel involved in SBEs are committed to maintaining both a physically and psychologically safe environment for all participants. The emotional well-being of students is a priority for the CON. To support student well-being, the CON has established [Emotional Health Guidelines](#) that outline procedures for promoting and maintaining emotional safety throughout simulation experiences.

Transparent processes, including policies related to recording access and confidentiality, are used to assure students of their privacy. At the beginning of each SBE, learners receive an orientation to the simulation environment, equipment, technology, and participant roles to help reduce anxiety and promote psychological safety.

During the briefing, facilitators establish a psychologically safe learning environment by incorporating the Basic Assumption™ statement and emphasizing key principles, including respect and inclusivity, learning from mistakes, confidentiality, and the limitations of simulation technology. Learners are informed that if they feel threatened or do not experience a safe learning environment, they should contact course faculty or simulation staff. Information regarding student support services, including Student Success and Wellness resources available through the learning management system, is also provided. In addition, learners are instructed to use the terms “timeout” or “pause” if they experience physical or emotional distress during a simulation activity.

Facilitators also review the confidentiality agreement and fiction contract, discuss the learning objectives and evaluation methods, orient participants to the learning environment and learner roles, review the schedule for the day, and address any relevant physical safety considerations. Prior to the simulation, all learners are introduced to the environment, including the equipment, technology, manikins, and the roles of standardized patients.

Simulation faculty and staff maintain ongoing awareness of and vigilance for signs of emotional distress that may arise during simulation-based experiences and recognize that participants may perceive varying levels of vulnerability. To support learner well-being:

- Course faculty and simulation staff contact information is readily available to participants who may have concerns or require support.
- Nursing students have access to UNMC CON Academic Success Coordinators.
- Students also have access to counseling and psychological services on each campus for additional support and follow-up as needed.
- Following each SBE, learners complete evaluations that include questions specific to the debriefing process. These evaluations serve as a quality assurance measure to ensure that debriefings are perceived as respectful, non-threatening, objective, and protective of participant confidentiality.
- At any time during an SBE, faculty or staff may stop facilitation if physical or emotional distress is recognized.

DEFIBRILLATOR/AED

The defibrillators in the CON Simulation Centers are real (not simulated) and will deliver live energy. These are not to be used on real people. All defibrillators are labeled **“Not for human use” or “Simulation Use Only”**. Users are required to maintain all recommended safety precautions for defibrillators. “I’m clear, you’re clear, we’re all clear” must be stated prior to each shock to ensure safety. Before delivering a shock, users must pause

and visually look around to make sure team members are not touching the bed and/or the simulator. When not in use, crash carts which house the defibrillators are stored in a locked room accessible only by simulation staff.

MEDICATIONS

All simulation medications, intravenous solutions and blood products used in the Simulation Centers are simulated and labeled **“Not for human use” or “Simulation Use Only”**. Real medications are not to be used as a consumable supply.

FOOD & DRINKS

Food and drinks are not permitted in simulation rooms. Food and beverages are permitted in classrooms and debriefing spaces.

ARTIFICIAL INTELLIGENCE (AI)

The CON Simulation Centers follows the [UNMC Policy 8020 AI Use Guidelines](#). Ethical and responsible use of artificial intelligence (AI) must be paramount in all university activities that seek to develop or enhance AI systems or implement the use of AI technologies. UNMC is committed to engaging with AI in support of its academic, research, patient care, and community engagement missions. These guidelines seek to balance the new possibilities offered by generative AI and other AI-enabled tools with awareness of their limitations and the need for rigorous attention to accuracy, intellectual property, security, privacy, and ethical issues. The appropriate use of AI and AI-enabled tools requires a collaborative approach among UNMC administrators, faculty, staff, students, information security partners, and NU campus partners.

Equipment and Supplies

ORDERING AND STORAGE OF SUPPLIES

Ordering

Per [CON Policy 3102: Learning Resource Center Equipment and Computer Hardware and Software](#) the purchase, distribution, and maintenance of simulation equipment and computer hardware and software at the CON are done in accordance with UNMC Policies [5000 Purchasing](#) and [6051 Computer Use/Electronic Information](#). Requisitions for new simulation equipment and computer hardware and software will be reviewed prior to purchase to ensure compatibility with existing standards. The Simulation operation specialist will review purchases with the director of simulation education and/or the respective division assistant dean to ensure that equipment is suitable for the intended purpose. The workstation specialist will review computer hardware and software purchases to ensure compatibility and compliance with standards.

Simulation equipment and computer hardware and software purchased by any division of the CON is considered the property of the CON as a whole with assignment made to the college not to an individual or division. Any grant-related equipment and computer software or hardware will follow the established criteria in [CON Policy 3103: Grant Equipment](#).

Storage

Simulation staff are responsible for the storage, organization, maintenance, and inventory management of all simulation equipment and supplies. All supplies and equipment shall be stored in designated locations within simulation storage areas. Storage locations should be clearly labeled whenever practical and appropriate to facilitate organization, inventory control, and accessibility.

Access to simulation laboratories and equipment/supply storage areas are restricted to authorized personnel. Storage rooms, laboratories, and equipment areas shall remain locked when not in use. Access is limited to simulation staff, the building manager, and faculty members with approved badge access.

All doors, cabinets, and storage units containing simulation supplies or equipment must remain closed and secure when supplies or equipment are not actively being used.

INVENTORY

Simulation equipment and supply inventory are maintained utilizing a cloud-based asset management platform to organize, track, and manage commonly used nonconsumable supplies, equipment, and software.

All equipment costing \$5,000 or more will be marked by UNMC Inventory Control with a standard asset identification tag. All equipment over \$100 and less than \$5,000 will be marked with the appropriate CON asset identification tag by the receiving Simulation operation specialist or workstation specialist. New equipment is considered the property of the college even without appropriate identification.

The Simulation operation specialist will maintain an inventory of each piece of simulation equipment and supplies regardless of cost. The workstation specialist will maintain an inventory of all computer hardware and software.

Simulation equipment and computer hardware and software are to be inventoried on a yearly basis. Equipment on loan must be brought into one of the divisions on a yearly basis for this purpose.

The simulation operations specialist and/or simulation technician restock supplies at the beginning of each semester as needed during semesters. Simulation staff must notify the director of simulation education of any damaged malfunctioning or missing equipment/furniture/supplies. The simulation centers maintains an inventory database that includes the date of purchase, date of repairs or maintenance, contract expiration dates, and scheduled maintenance. Simulation equipment lifecycle estimates are based on the age of the equipment hours of use and serviceability and are used to project the need for equipment replacement refurbishment and/or retirement.

ACQUISITION PROCEDURE

Faculty and staff can request new equipment or supplies to the director of simulation education, Operations Specialist, or Simulation Technologist. Acquisitions must include:

- Item
- Estimated cost
- Justification of need

Requisitions for new simulation equipment and computer hardware and software will be reviewed prior to purchase to ensure compatibility with existing standards. The Simulation operation specialist will review purchases with the director of simulation education and/or the respective division assistant dean to ensure that equipment is suitable for the intended purpose. The workstation specialist will review computer hardware and software purchases to ensure compatibility and compliance with standards.

Requests will be reviewed and approved based on identified needs and budget. Capital item requests are submitted to the division simulation center simulation operation specialist with final request approval from the director of simulation education to the assistant dean of finance and operations.

LOANING OF EQUIPMENT

Requests for equipment loans must be approved by the director of simulation education and Simulation Operation Coordinator. Due to the expense and fragility of technology equipment and supply, loans will be determined on an individual basis, and approval is limited.

Loaning simulation equipment

- Requests must be submitted 2 weeks in advance.
- The agency is responsible for obtaining and returning the simulation equipment.
- Simulation equipment must be returned within two business days following the learning activity.
- Simulation equipment is utilized for educational purposes only and is not used for patient use.

Transferring, loaning and sharing of simulation equipment will be handled locally by the Simulation operation specialist or workstation specialist, in accordance with [CON Policy 3101 Loan of Simulation Center and Computer Equipment](#). Documentation will be completed on the cloud-based asset management platform with agency/individual loaning and individual contact information.

DISPOSAL

Surplus is any item that a department no longer needs. Disposal of simulation and computer equipment will be according to UNMC policy 6051 and will be coordinated through the workstation specialist to expedite record keeping and ensure proper inventory control. (policy 3102).

All equipment traded in, transferred, housed off UNMC grounds, disposed, or sold will be coordinated through [General Accounting](#) and [General Supply](#). If the equipment being disposed of is tracked in ~~in~~ the cloud-based asset management platform, the asset record must be updated to reflect its disposal. The asset status should be changed to “disposed”, and the disposal date and any applicable notes (e.g., reason for disposal, surplus, recycled, or discarded) should be documented before the disposal process is considered complete.

The disposal of all surplus equipment shall be the responsibility of the Manager of General Supply/Furniture Stores (402-559-5899) and must be coordinated with the CON Business Operations Associate. Surplus equipment valued over \$5,000 and entered in the UNMC Fixed Asset Inventory System must be handled in accordance with [UNMC Policy No. 3000 General Accounting](#).

MAINTENANCE OF EQUIPMENT/SUPPLIES

The simulation staff are responsible for storage and maintenance of all simulation equipment and supplies after each use ([see CON Policy 3102:Simulation Center Equipment and Computer Hardware and Software](#)):

Daily:

- Wipe down all mannequins and low fidelity skill trainers to remove all adhesive moulage and markings.
- Drain all fluids and flush the tube system; top off all fluids as needed.
- Clean and disinfect all equipment as per direction in equipment instructions.
- Assess all task trainers, mannequins, and medical equipment for obvious damage, leaks, necessary part replacements, and cleanliness.
- Check supply of sheets and replace as needed to change dirty slash wet linen and clothing.
- Return unusable disposables to storage.
- Power off simulators' PCs and patient monitors.

- Ensure all consumable supplies are inventoried either before or after the activity, as appropriate for your division, and update the corresponding inventory records in the cloud-based asset management platform.

Monthly:

- Clean and inspect all equipment, turn on and test all electronic devices and check/replace batteries as needed.
- Complete a test run on simulation software to ensure proper functioning.
- Drain all fluids and flush the tube system, top all fluids as needed, add antifungal agents or other protective solutions as needed.
- Assess for wear and tear that might need major work or factory service.

Annually:

- Schedule and coordinate preventative maintenance of equipment through respective vendors or third-party warranty.

As needed:

- Contact vendors for on-site maintenance or verbal written guidance on equipment issues if unavailable to be successfully resolved.

Storage

- Access to simulation lab and supply and equipment areas is restricted to simulation staff and faculty. Equipment and supply storage areas remain locked, and access is restricted to simulation staff, director of simulation education, faculty, and building manager. Simulation labs are locked after hours and when simulation lab personnel or educator supervision is not available.

BREAKAGE AND REPAIR (INTERNAL AND EXTERNAL)

If there is a repair issue, the simulation operations specialist will contact the director of simulation education and/or division assistant dean to determine whether to repair or replace the item. Any damage or loss of equipment should be reported immediately to the director of simulation education and documented on the cloud-based asset management platform.

Computer hardware and software will be maintained by the workstation specialist. Any damage or loss of computer hardware or software is to be reported immediately to the workstation specialist.

BUDGET SOURCE

The primary budgeting source for equipment, supplies, maintenance, and replacement is the annual operating budget funded by student fees. Additional budget sources may include endowed foundation gifts to support simulation education.

USAGE AND RE-USAGE

The UNMC CON purchases consumable supplies for use by students in the learning environment, both in skills labs and simulation, under close supervision of faculty and/or teaching assistants. Efforts will be made to renew supplies even though it may be a consumable medical supply, however, sharps such as needles and scalpels are never reused. IV bags will be reused and refilled whenever possible. Task trainers (e.g. pelvis models for urinary catheterization) and equipment such as injection pads and simulation manikins provide a safe

mechanism for practicing invasive skills. Safe performance of invasive skills, when completed following established guidelines, can be attained in this environment without risk of harm to patients.

Research

The CON Simulation Centers supports academic, interprofessional, and collaborative research initiatives that advance simulation-based education and practice. All research activities adhere to federal, state, and institutional regulations while promoting ethical conduct and responsible research practices. Any research activity requiring the use of Simulation Center facilities, equipment, personnel, expertise, or scheduled time must be reviewed and coordinated with the director of simulation education to ensure resources are available to achieve research goals. All research activities must also comply with [CON Policy 3104 Use of Personnel/Students and Facilities for Research](#).

All projects that meet the definition of human subject research must receive approval from the UNMC Institutional Review Board (IRB), regardless of whether the review is classified as full board, expedited, or exempt. A copy of the IRB approval or exemption determination must be submitted to the director of simulation education before initiation of any research activities within the Simulation Centers.

All research data collected within the Simulation Centers must be managed in accordance with [CON Policy 3106: Research Data Security and Storage](#). This policy establishes requirements for the secure storage and management of research data across all five UNMC CON divisions to protect the privacy of research participants, maintain data confidentiality, and prevent unauthorized access, disclosure, loss, or theft of research information.

Simulation Program Evaluation and Quality Improvement Plan

All evaluation records, assessment results, and related documentation shall be maintained in accordance with college policies for personnel records and quality improvement activities. Evaluation outcomes may be used to inform annual performance reviews, professional development plans, strategic planning, and simulation program improvement efforts.

SIMULATION FACULTY EDUCATOR EVALUATION

Every two years, the division simulation faculty educator shall evaluate all simulation facilitators using the following standardized assessment tools:

- Facilitator Competency Rubric (FCR)
- Simulation Educator Needs Assessment Tool (SENAT)

Evaluation of results will be documented and maintained as evidence of peer review in the CON Simulation Center's Microsoft Team site. Only the reviewer and the director of simulation education will have access to the results. Simulation facilitators will receive their peer review from their reviewer. Completed evaluations may be submitted to the respective division assistant dean for inclusion in the faculty's annual evaluation process.

Simulation Faculty Educator Evaluation:

- Every two years, the director of simulation education shall evaluate the Division Simulation Faculty Educator using the Facilitator Competency Rubric (FCR)
- Evaluation of findings shall be documented and used to guide professional development and continuous improvement efforts

SIMULATION OPERATIONS PERSONNEL EVALUATION

Annually, the director of simulation education shall evaluate simulation operations personnel, including:

- Simulation Coordinator
- Simulation Operations Specialists
- Simulation Technicians

Evaluations shall be conducted using the following standardized assessment instruments:

- Simulation Operations Needs Assessment Tool (SONAT)
- Evaluation of Technical Competency in Healthcare Simulation (E-TeCHS)

Evaluation findings will be documented and used to identify professional development needs, assess technical competency, support performance evaluations, and guide operational quality improvement initiatives.

STUDENT EVALUATION OF SIMULATION-BASED EXPERIENCES

Following each SBE, students shall be provided with the opportunity to evaluate their learning experience using the Simulation Effectiveness Tool–Modified (SET-M). Student participation in the evaluation process is encouraged to support assessment of simulation effectiveness and identification of improvement opportunities. All SET-M responses shall remain confidential, and access to evaluation results shall be restricted to the simulation facilitator and the director of simulation education. Aggregated evaluation data may be utilized for program evaluation, quality improvement, and accreditation purposes.

FACULTY END-OF-SEMESTER SIMULATION COURSE REVIEW PROCESS

Faculty teaching courses that include simulation and/or laboratory experiences shall complete a Faculty Course Reflection Report. Faculty Course Reflection Reports are completed after each course offering by the course coordinator or a designated faculty representative. Completed reports are submitted according to program timelines and used to inform course revisions, resource allocation decisions, and ongoing quality improvement initiatives. Data is reviewed on a rotating basis by the Undergraduate Affairs Committee and the Professional Graduate Affairs Committee which provides curriculum oversight for their respective programs.

The report serves as a standardized evaluation of course effectiveness and supports continuous quality improvement.

As part of the review process, faculty will:

1. Evaluate Teaching and Learning Effectiveness
 - Assess the effectiveness of course teaching and learning strategies, including simulation and laboratory activities
 - Review student, course, and program feedback
 - Identify strengths, areas for improvement, and provide actionable recommendations for future course offerings
2. Assess Physical Resources
 - Evaluate the adequacy of physical resources used to support course delivery, including:

- Skills laboratory space
 - Simulation laboratory space
 - Equipment and supplies
 - Document any resource gaps and recommendations for improvement
3. Assess Academic and Operational Support Resources
- Evaluate the adequacy of support resources required for successful course implementation, including:
 - Simulation staff support
 - Technology resources
 - Instructional support services
 - Other course- and student-related support needs
 - Provide recommendations to address identified needs
4. Evaluate Simulation Experiences
- Review Simulation Effectiveness Tool–Modified (SET-M) results and other relevant simulation feedback
 - Assign an overall rating for simulation experiences based on the data collected
 - Identify trends, strengths, and opportunities for improvement
 - Develop actionable recommendations to enhance future simulation activities and learner outcomes

END OF PROGRAM EVALUATION

At the conclusion of the student's program, students will complete the Comprehensive Healthcare Education Simulation Tool (CHEST). The CHEST assesses simulation-based experiences (SBEs), including faculty support, student engagement, motivation, and cultural alignment. The instrument consists of 40 questions: 20 questions related to simulation-based learning, 10 questions assessing engagement, and 10 questions assessing motivation. Each item is rated on a 4-point scale (1 = Not Relevant, 2 = Somewhat Relevant, 3 = Quite Relevant, and 4 = Highly Relevant). Data will be aggregated and shared annually with the Undergraduate Affairs Committee and the Professional Graduate Affairs Committee. These committees are responsible for oversight and evaluation of their respective nursing program curricula.

Courses in which the CHEST will be administered are:

- BSN Program: NRS 436 Transitions to Professional Nursing
- MSN Program: TBD
- DNP Program: TBD

TERMINOLOGY/ACRONYMS

CON- College of Nursing

iEXCEL- Interprofessional Experiential Center for Enduring Learning

INACSL- International Nursing Association for Clinical Simulation and Learning

LRC- Learning Resource Center. The Simulation Center previous name

SBE- Simulation Based Experience

Simulation Staff- Includes simulation coordinator, simulation operation specialist, and simulation technicians

SOTP- Simulation Onboarding and Training Program

SSH – Society for Simulation in Healthcare

UNMC- University of Nebraska Medical Center

CSHE- Certified Simulation Healthcare Educator

CHSOS- Certified Healthcare Simulation Operations Specialist