POLICY AND PROCEDURE MANUAL

Duke University School of Nursing
Center for Nursing Discovery

Information, policies and/or procedures in this manual are the CND operational policies unless superseded by Duke University School of Nursing and/or Duke University.

CND Team

- Up-to-date CND team contact information and biosketches are available on our CND team directory: https://nursing.duke.edu/centers-and-institutes/center-nursing-discovery/cnd-team-directory
- CND front desk phone number: (919) 681-1716
- The CND Policy & Procedure Manual was drafted by the CND advisory board: 4/16; and revised by the CND team: 12/19, 8/20, 6/21, 5/25.

Introduction

The Center for Nursing Discovery
The Center for Nursing Discovery (CND) is a state-of-the-art simulation center located within the Duke University School of Nursing (DUSON). The CND provides a variety of instructional methodologies to support nursing and interprofessional education. Among the educational strategies used are the following:

- Simulation using computerized adult and pediatric manikins
- Role-playing
- Self-instruction
- Faculty-assisted instruction
- Procedural task trainers to develop specific hands-on skills
- Standardized patients (trained actors)
- Innovative, state-of-the-art multimedia
- Virtual and Distance based simulation-based events

Using students' learning styles as a guide, students and faculty select various methods to broaden assessment, communication, psychomotor and cognitive skills within a safe environment. Replicating the essential aspects of a clinical situation allows a student to more readily understand and apply these skills when in a clinical setting. The use of a blend of low fidelity and high-fidelity simulations mimics what the students may encounter in the clinical setting. The student is given the opportunity to practice clinical skills, in a realistic learning environment, which can be transferred into safe clinical practice.

Key concepts in the CND learning environment include the following: patient safety, communication, interdisciplinary collaboration, teamwork, diversity, equity, inclusion, belonging, informatics and evidence-based practice. Components of these concepts are intertwined throughout the curriculum.

In support of a rich learning environment and in conjunction with course objectives and competencies, the CND supports the following goals for students:

- Improve performance
- Improve critical thinking
- Increase confidence
- Increase active learning
- Increase competence
- Increase critical analysis of performance
- Decrease stress

Mission
The mission of the Center for Nursing Discovery (CND) is to provide a safe, supportive and interactive student-centered environment for all programs of study. The CND enhances learning by integrating didactic content with hands-on experiences, promoting problem solving, clinical reasoning, critical thinking and clinical judgment. This unique environment prepares learners to deliver care in a diverse and complex healthcare environment.

Vision
The CND is committed to using innovative educational strategies and interdisciplinary collaborations to develop compassionate, confident and competent nurses who will become future leaders and change agents for 21st Century healthcare.

Values
The CND values are consistent with the DUSON philosophy https://nursing.duke.edu/about-us/philosophy including integration of respect, integrity and compassion throughout all learning experiences.

Recognized as a Simulation Leader
The CND is both Accredited and Endorsed by two international simulation professional organizations – *only a hand full of simulation programs in the world hold this distinction*.
The CND was initially accredited by the Society for Simulation in Healthcare (SSH) in the area of Teaching and Education (in 2017). The CND earned re-accreditation from SSH from 2021-2026. The CND is the only accredited simulation program in the Duke System.
(https://www.ssih.org/full-accreditation)

The CND earned International Nursing Association for Clinical Simulation and Learning's (INACSL) Healthcare Simulation Standards Endorsement (pre-briefing, facilitating, professional integrity, debriefing) from 2022-2030. The CND is the only endorsed simulation program in the Duke System and one of few endorsed programs North Carolina.
(https://www.inacsl.org/healthcare-simulation-standards-endorsement)

Location
- Christine Siegler Pearson Building, on the 2nd floor (north wing) of the Duke University School of Nursing, at 307 Trent Drive, Durham, North Carolina, 27710
- Health Innovation Lab, on the 2nd floor of the Interprofessional Educational Building, at 311 Trent Drive, Durham, North Carolina, 27710

Hours of Operation
Normal business hours are Monday through Friday from 8:00am to 5:00pm throughout the calendar year. After/before hours and weekend events must be scheduled in advance and approved by the CND Director. The following areas do not require special permission for off-hour access via student ID badges:
- The task trainer room (Pearson 2130) is accessible to pre-licensure students.
- The assessment lab (Pearson 2064) is accessible for graduate students.
- The operating room suites (Pearson 2072 and 2076) are accessible for nurse anesthesia students.

Policy and Procedure Review
The CND Policy and Procedure Manual is located on our website (https://nursing.duke.edu/centers-and-institutes/center-nursing-discovery/center-nursing-discovery-resources). It is reviewed on an annual basis and updated as needed. Faculty, staff, and students will be made aware of any changes within the CND via email and/or the DUSON internal newsletter.
- Faculty, clinical instructors, and facilitators should review the CND Policy and Procedure Manual prior to utilization of the CND.

- Students are oriented by the CND team to applicable policies before their first experience in the CND and at subsequent events as needed.
- Annual review of simulation scenarios, teaching plans, links, and equipment for best practices in Diversity, Equity, Inclusion, and Belonging

Simulation Best Practices

The CND has adopted the Society for Simulation in Healthcare's (SSH) *Defining Excellence in Simulation Programs,* SSH Simulation Dictionary, International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards of Best Practice™, Association of Standardized Patient Educators (ASPE) Standards of Best Practice. Each of these resources can be found on the CND website or accessed via the hyperlinks listed below:

- The SSH's Defining Excellence in Simulation Programs (https://www.ssih.org/defining-excellence-healthcare-simulation-programs-2nd-edition)
- The SSH Simulation Dictionary https://www.ssih.org/healthcare-simulation-dictionary
- INACSL Healthcare Simulation Standards of Best Practice™ https://www.inacsl.org/healthcare-simulation-standards
    - Professional Development
    - Prebriefing
    - Simulation Design
    - Facilitation
    - The Debriefing Process
    - Operations
    - Outcomes and Objectives
    - Professional Integrity
    - Simulation – Enhanced – IPE
    - Evaluation of Learning and Performance
- Association of Standardized Patient Educators (ASPE) Standards of Best Practice: https://www.aspeducators.org/standards-of-best-practice

Integrity and Code of Ethics

The CND has adopted the Healthcare Simulationist Code of Ethics as best practice in the center to recognize our professional commitment to simulation. This document can be viewed on the CND website as well as on (https://www.ssih.org/healthcare-simulationist-code-ethics) The Code of Ethics includes:

- Integrity
- Transparency
- Mutual Respect
- Professionalism
- Accountability
- Results Orientation

The CND has adopted the Center for Medical Simulation's *Basic Assumption* (https://harvardmedsim.org/resources/the-basic-assumption/) that states:

- "We believe that everyone participating in activities in the CND is intelligent, capable, cares about doing their best and wants to improve."

Acknowledgment of Simulation Expertise

The CND team is highly trained and up to date in simulation pedagogy. The CND team will lead faculty, clinical instructors, staff, visitors and students in *efficiently* designing, implementing, and evaluating simulation and skills experiences according to the Simulation Standards of Best Practice and will oversee all simulation/skills experiences in the CND.

Authorship

CND team members should be included in faculty, clinical instructor, student, and staff dissemination of CND activities. Authorship is warranted for CND team members unique simulation expertise and developed resources including but not limited to; behind the scenes work, conceptual development of scenarios, scripts, work with SPs, simulation innovation, devices/supplies, evaluation strategies, collecting data, recording, setting-up/tearing down, ordering supplies, labeling medications, and ensuring best practice simulation standards, etc. and this is in alignment with the International Committee of Medical Journal of Editors (ICMJE) (https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html).

Dress Code

- Faculty, clinical instructors, staff, visitors, and CND team members are expected to present a professional image (could entail business or business casual dress, scrubs, and/or Duke University logo shirt/jacket) and wear a visible nametag while in the CND.
- All students participating in planned activities in the CND should arrive in full nursing uniform in accordance with the requirements of the dress code as stated in the Academic Program Student Handbook (i.e. hair, nails, nametags, and jewelry).
- Faculty will outline dress code expectations to students and address any violations.

Training

New CND Team Member Orientation

New CND team members (educators, staff, and student workers) have a robust onboarding. Training requirements are based on CND team member's experience and previous training in simulation. New CND team members are oriented via:

- DUSON Human Resources onboarding (insurance, keys, faculty/staff handbook, technology- computer/phone)
- CND onboarding checklist
- CND simulation technology operations checklist
- CND simulation educator checklist, as needed
- Clinical Instructor Orientation
- Facilitator Orientation
- Stress First Aid Training
- TeamSTEPPS
- INACSL, SSH, ASPE Simulation Best Practices
- CND Policy and Procedure Manual
- This evidence-based CND orientation is documented and saved as part of their personnel files

Current CND team members will provide orientation to the new CND team members based on the assistance with orientation checklists. New CND team members are paired with a colleague for training throughout the semester.

- The CND Director or team member will provide the new team member with feedback on individual performance during orientation.
- The CND Director is responsible for evaluating new team members upon completion of their orientation (formative evaluation at 30 and 60 days, then summative evaluation at 90 days) to determine readiness to function independently in their assigned role.
- The CND Director will provide annual feedback to all CND team members via the Performance Evaluation Plan and NRR Faculty Evaluation.

Student workers, Duke University students (not *nursing* students) work in the CND as a part of their federal work study program. Student workers are oriented to the CND by the lab administrator and complete assigned tasks on the student worker checklist, as needed.

Faculty, Clinical Instructor, Graduate Assistants Orientation
All faculty, clinical instructors, and graduate assistants must review the CND Policy and Procedure Manual as well as complete required facilitator training prior to independently teaching any simulation activity.

- At the beginning of each semester new Faculty, Clinical Instructor, Graduate Assistants attend CND orientation.
- The **CND Facilitator Training** and CND tour is led by a CND team member.
- Training requirements are based on facilitator's experience/ training in simulation and needs assessment, directed by CND Director.
- CND team members, designated by the CND Director, will provide training to faculty/clinical instructors on course content and scenarios.
- Faculty, Clinical Instructor, Graduate Assistants are expected to review the simulation template and assigned teaching materials prior to arriving to the CND.
- Faculty, Clinical Instructor, Graduate Assistants will co-facilitate with a CND team member or approved facilitator while teaching, facilitation and debriefing until competency is achieved.
- The CND team will orient and train clinical instructors, teaching assistants, faculty, staff, and students on the use of the CND space and equipment including cleaning and storage after use.
- The faculty is responsible for evaluating clinical instructors assigned to the course. The CND will provide faculty, clinical instructor, and graduate assistants with performance feedback.
- CND hosts on-going training in education, with our monthly **Simulation Journal Club.**

Student Orientation
At the beginning of each new cohort, a general student orientation to the CND, includes:

- Tour of physical space
- Hours of operation
- CND contact information
- Use of space and equipment
- CND pertinent policies
- Electronic signature (via QR code) contracts related to **confidentiality, psychological safety, fiction contract, and Authorization for Release of Photo/Video/Audio Consent**.
  - In addition, advanced practice students also sign an **Ultrasound Consent**.
- The general orientation objectives include:

- o Providing a safe place to practice assessments, skills, communication, and teamwork.
- o Providing an opportunity to discuss, reflect, and learn through pre-brief, simulation, and debrief.
- o Evaluating the event (i.e. formative or summative)

Confidentiality/ Consent

Confidentiality

- The CND is a safe and professional environment designed to be conducive to learning; students are expected to behave professionally and maintain confidentiality of the simulation activities, content of the scenarios and performance of other learners while in the CND.
- Students and visitors are required to sign an electronic confidentiality form stating that they will not discuss the performance of individuals or details of the training scenarios.
- Video recordings of simulations are destroyed at the end of each semester. Video recordings may be used for self-assessment, debriefing course activities and to provide feedback to the debriefer.
  - If a video is to be used for other educational purposes (conference/ presentations), permission must be obtained from all simulation participants.
- Photo/video/audio capture within the CND are not permitted without prior permission from the CND Director or team. Photos for personal use (graduation, social media, etc.) are not permitted in the CND.
- In the event that photo/video/audio capture are approved to be taken of visitors in the CND, completion of the DUSON **Authorization for Release of Photo/Video/Audio Consent** must be obtained and kept on file.
- If anyone opts out of photos/video/audio capture for public use/marketing, it is their responsibility to physically remove themselves from the photo/video/audio capture area.
- Students and volunteers may need to complete a **Volunteer Assumption of Risks and Waiver and Release of Liability,** per CND Director.
- No patient information is used in the CND. Simulated scenarios are either developed internally or accessed from the electronic health record training environment to maintain compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Record and Data Retention

The CND collects anonymous evaluations on simulation and skills events collected via Duke University approved online survey.

- Evaluation results are shared with various stakeholders by the CND Director. Results are discussed at the post-event debrief team meetings for quality improvement. Evaluation data is stored in an electronic format on the Duke University server for purposes of simulation accreditation/endorsement.
- To maintain confidentiality and psychological safety, all student-entered survey and evaluation data is reported in a de-identified manner to course faculty.
- For video capture evaluations the CND uses Elevate Healthcare LearningSpace™. All aggregate data from CND activities are restricted to the relevant course faculty and students (for further information see Video Capture).

Video Capture Recording

The CND and course faculty will discuss if audiovisual recording of simulation events is needed during the simulation planning meeting. Prior to the event, the CND team and faculty will

establish whether the recordings are used during the course for debriefing, reviewed by students for self-assessment, or saved for future review and research.

- Prior to any video recording being utilized, the event participants are informed of the plan to produce a live stream or record, and purposes are clearly outlined.
- At least one week prior to the event, faculty will provide a schedule of the event, with student names, start and stop times, breaks, and other relevant information needed to program a recorded event, to the CND team. A template will be provided to the course faculty. If a recorded event requires an assignment, the course faculty will provide the assignment due date and a list of the participants who require access to the recording before the date of the event. For virtual events requiring VPN access, all new faculty are required to be onboarded at a minimum, one week prior to the event.
- A CND team member will oversee the video capture process. All recordings require the following to set up an event in the system:
  - Course number or event name
  - Case or simulation name
  - Date of event
  - Names of learners to be recorded
- All recordings in Elevate Healthcare LearningSpace™ are required to be labeled. Any unlabeled recording will be deleted.
  - During the event, the simulation technology specialist or CND team will assist facilitators with turning recording properties on and off, controlling camera angles, saving the simulation or event, and deletion of videos.
- Any video used for quality improvement/research requires Duke Health Institutional Review Board (IRB) letter of approval or approved QI checklist and CND Director approval.
- To ensure confidentiality of information, simulation recordings or live streams are accessible only by course faculty, CND team, and simulation participants/students.
- All event recordings are deleted at the end of each semester, unless other arrangements have been made between the faculty or students and CND Director (i.e. faculty exemplars with standardized patients, IRB approved activity).
- Completion of the **DUSON Authorization for Release of Photo/Video/Audio Consent** obtained during orientation, is kept on file.

Supplies and Equipment

Purchasing Supplies

Equipment and supplies are provided by the CND for simulation and skill events. The lab administrator, technical operations coordinator, and/or simulation technology specialist are responsible for supplies availability for a given course/session. Supply lists are co-created with course faculty and CND educators based on learning objectives and items on-hand, then shared with lab administrator to order supplies.

- Every effort will be made to find reasonably priced supplies through Duke approved vendors.
- Based on the supply and demand, some supplies/equipment may not be available on our timeline and alternative solutions should be considered. We may not be able to provide specific supplies due to timeline and/or budget constraints.
- If new supplies are needed, **a request should be received a minimum of 4 weeks PRIOR to the start of the semester** to ensure supplies and equipment are available for the planned event and avoid last minute shipment/delivery fees.

Storage of Supplies
- Supplies are put away by the CND team upon delivery.
- All sharps are placed in a secure area (locked cabinet and closet) when not in use and accessed only by CND team.

Vendors for New Devices, Equipment, Supplies
- The CND team will purchase devices/equipment/supplies from approved Duke University Vendors. We are budgeted for the fiscal year (starting July 1).
- All must follow the Duke University policy about vendors and disclose conflicts of interest.
- Appointments are required for meetings of vendors/sales. The CND cannot accommodate drop-in sales/vendors.
- Prior to the CND contacting a vendor, faculty will need to complete a needs assessment for new devices/equipment/supplies including current practice, gap, potential vendors with URL links to products to be explored, approximate price, and number of users that will benefit and submit to CND Director.
- The CND team will coordinate vendors/sales demonstrations of new devices/equipment/supplies, invite faculty and staff per areas of expertise, others that expressed interest in learning about specific products, and coordinate evaluation.
- Only devices/equipment/supplies with completed needs assessments and clear technological requirements will be considered for future purchase. Items with multiple uses are preferred.
- Any new devices/equipment/supplies (overall purchase price and ongoing maintenance/warranty costs) will need to be approved on our CND budget for the upcoming fiscal year.

Maintenance of Simulation Equipment
- Equipment is inspected by the CND at the beginning and end of all events. If maintenance is required, the CND will ensure this is completed.
- All simulators, task trainers, and AV equipment are set up by the CND team prior to the start of each event.
- CND team members are available for the duration of the event to assist as needed with additional supplies and/or troubleshooting of equipment. CND support for after hour/ weekend events will be determined by the CND Director and communicated to the course faculty after the event planning meeting.
- If equipment malfunctions, the CND will provide another piece of equipment, if available.
- Markers and pens are prohibited near the manikins as the ink stains the simulator's skin and cannot be cleaned or removed.
- Manikin specific lubrication must be used for insertion procedures to protect from tearing plastic.
- All equipment after use is wiped down with appropriate cleaning materials by users.
- CND equipment is maintained by the simulation technologists. Maintenance and preventative maintenance is logged by the simulation operational specialist and stored on the CND shared drive.

Loaning Equipment
The CND offers select equipment that can be borrowed by faculty, staff and students for activities to support academic programs and surrounding communities. Equipment is prioritized

for scheduled courses and events and may be loaned based on availability. We cannot loan out equipment such as IV pumps, feeding pumps, etc. Borrowers must:

- Complete the equipment sign out/return via Duke University approved online survey.
- Pick up and drop off equipment to occur during normal business hours, unless other arrangements are made in advance.
- Agree to abide by the CND policy and procedures for the use of equipment.
- All equipment must be returned within 1 week unless otherwise approved by the CND.
- Individuals are forbidden to give equipment to others while it is signed out to them.
- It is the expectation and responsibility of the individual borrowing the equipment to check for damage and/or missing pieces before leaving the CND and to report missing and damaged equipment upon return.
- The CND will check if all equipment is functioning properly upon return.

In-situ Simulations

All in-situ training using CND equipment/resources must be approved by the CND Director, prior to the event. CND equipment/resources are not for human use, expired, not calibrated, and may not be available. CND courses will take priority over in-situ events.

- Utilize the QR code to check out/return equipment/resources.
- A CND dry run and training with the equipment is recommended.
- Student Projects/Quality Improvement Projects
  - Requests to use equipment, supplies, or space in the CND are requested via an electronic form located on the CND website.
  - IRB documentation/exempt or DUSON QI checklist needs to be submitted with request.
  - The CND will prioritize current students and faculty over external requests.

Scheduling

Prioritization of Events and Resources

- All events are scheduled based on the academic calendar year. No CND events are approved until all academic calendars are approved and posted.
- CND events are scheduled at minimum, a semester in advance.
- Prior to the start of each semester, the Technical Operations Coordinator will share the CND calendar spreadsheet of simulation activities that need support academic programs.
- The CND will prioritize utilization of space and resources according to course needs.
  - Events are prioritized considering the date of the request and time needed within the semester. Nursing core courses take precedence over electives, independent study courses, special events, outside requests.
  - All faculty, students, and staff are encouraged to be flexible with room scheduling and CND resources.
  - The CND Director will confirm dates/times available in CND for events utilizing the CND Scheduling Protocol[1].
    - This will include confirming the number of faculty, students, and learning objectives for events, types of equipment, simulation modality (virtual, recording, etc.) and transition between events (including time to set up/tear down).
  - The CND team will determine the resources needed for the event including personnel, supplies, setup, room locations, reservations (including scheduling of SPs), and technical support.

- Events are discussed at the weekly CND staff meeting.
    - Each CND team member will present what is needed to implement their event. All CND team members are encouraged to ask questions, provide suggestions and feedback, and assist with the event planning and process in the staff meetings.
    - ANY changes to setup/events/schedule to be communicated with CND Director, as soon as possible.
        - Due to the variability of the CND calendar, ANY alterations or changes in setup/events *may not be possible* with less than one week prior to the event.

Set up and Walk Throughs
Room set up for each course is completed by the faculty team with assistance from the CND team.
- The CND will maintain accurate documentation of preferred room set ups for specific events in the simulation template and saved on the CND shared drive.
- It is the responsibility of the faculty to complete a walk-through of the event setup prior to the event, at a time specified by a CND team member. **No last-minute changes or supplies can be guaranteed.**
- At the end of the event (i.e. during debrief), any problems with room setup or equipment should be brought to the attention of the CND team to discuss an action plan for revisions.
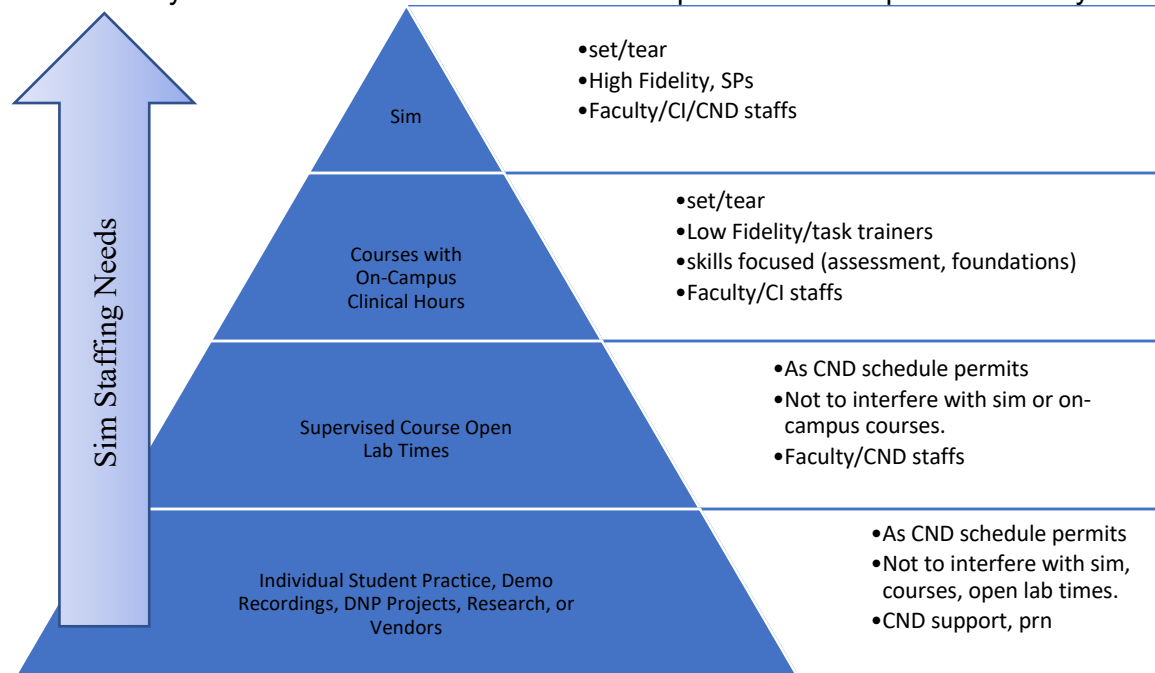
Breaking Down Events
The CND must remain neat and clean in preparation for the next event. Faculty, clinical instructors, staff, and students should work together to ensure the following (see photos posted in CND rooms for proper room arrangement):
- All beds/ exam tables must be remade after use.
- Food or drinks are not permitted at the bed spaces, the ORs, or simulation rooms. Food and drinks should be kept at the middle tables with lids or in cubbies.
- Waste materials should be picked up and placed in trash containers.
- Chairs should be pushed in and organized.
- Training materials and/or supplies are to be organized on tables/carts for CND team to return to their appropriate storage areas.
- All used supplies are to be properly disposed.
- Soiled linen is to be placed in the hamper and/or re-folded if clean linens can be re-used.
- Manikins should be placed neatly in the bed. Any props placed on the manikin (tape, topical meds, moulage, etc.) should be removed/ cleaned off at the end of the session.
- Beds should be placed back in the lowest position, lower side rails left down, curtains pulled back, and bed linen straightened, and overhead light/lamp should be turned off.
- Personal belongings (i.e. coats, backpacks, cellphones, and books) are not the responsibility of the CND; students are encouraged to use the cubbies near the front of the rooms to store belongings/ personal items while in the lab
    - Personal items left in the CND are placed on the nurse's station for 1 week. At the end of each week, remaining items is taken to the Lost and Found at the DUSON Service Center, 3rd floor room 3080.
- It is the responsibility of the faculty, clinical instructors, staff and students to ensure the CND space is clean and ready for the next day's events prior to leaving.

CND Scheduling Protocol

- To provide a transparent approach to CND scheduling a protocol is utilized. Since simulation is a CND specific event and needs the highest level of staffing, it requires more of the CND time and effort. Individual, student practice is the lowest level of scheduling because it requires the least amount of support.
- Every effort is made to maximize student experience and improve efficiency in the CND.

Sim Staffing Needs (vertical arrow)

Sim
- set/tear
- High Fidelity, SPs
- Faculty/CI/CND staffs

Courses with On-Campus Clinical Hours
- set/tear
- Low Fidelity/task trainers
- skills focused (assessment, foundations)
- Faculty/CI staffs

Supervised Course Open Lab Times
- As CND schedule permits
- Not to interfere with sim or on-campus courses.
- Faculty/CND staffs

Individual Student Practice, Demo Recordings, DNP Projects, Research, or Vendors
- As CND schedule permits
- Not to interfere with sim, courses, open lab times.
- CND support, prn

CND End of Day Times

- On the event day, there may be some last-minute adjustments that need to occur to allow the event to run smoothly (missing a supply, equipment malfunction, coaching the faculty on using technology, etc.). It is expected CND team be there to assist (particularly with the first runs). After several runs, the CND team will need to provide less support.
- Therefore, the CND team can leave the faculty/clinical instructor to finish their session in the lab space after routine business hours.
- Any videos need to be shown in the CND should be uploaded to the course in learning management system or in Duke Box and is the responsibility of the faculty/clinical instructor to pull up the information for the station.

Arrival Times for Events

CND team will arrive before the designated event/facilitators arrival to ensure set up, equipment and technology are correct and functioning.

Facilitators (faculty, clinical instructors) and SPs will report to the CND for a facilitator prebrief at least **30 minutes prior to the event**. A facilitator prebrief will include an introduction, discussion

of assignments/roles, logistical details of the experience (including room location, time frame, and equipment) and planned methods for evaluating the event.

It is the responsibility of the faculty/clinical instructors to verify attendance of all student participants at each activity. The CND educator will notify faculty if any student was tardy, left early, or absent.

Event Cancellation
In cases of severe weather or other unanticipated events, the CND will follow the Duke University policy regarding delays or cancellations. Up to date information regarding cancellations or delays can be obtained at https://emergency.duke.edu/. If there were an emergency, this website would be updated frequently with instructions and information about the incident, campus services and resources available to the Duke community.

- The CND will work with faculty to *develop a modified teaching plan* that meets learning objectives (shorten in-person, virtual, didactic, video, or plan for off-site clinical day), and/or potentially reschedule or cancel the event.
- Events involving SPs may not be able to be rescheduled.
- Please note, the next available CND day – may be weeks away.

Visiting the CND

Tours and Observation Experiences
- CND tours are popular and take approximately one hour of time.
- All CND tours and/or observation experiences must be approved and scheduled during open hours unless other arrangements have by the CND Director or team.
- CND tours and/or observation experiences are requested by a faculty, staff, or outside entity via weblink. Drop-in or unannounced tours and/or observation experiences are not offered.
- The CND team will confirm/decline requests, within two business days, regarding proposed date/time based on CND availability**.**
- Hard-copy CND tour guides are available at the front desk (Pearson 2100).
- CND tours and/or observation experiences are not offered during peak activity times, when tour guides are not available, high stress student events (checkoffs or simulations), short staffing, or when students/SPs are changing or being assessed.
- CND tours and/or observation experiences can be ended at any time by faculty or CND team members and visitors will be guided to the closest exit.
- Due to the sensitive nature of our events, tours and/or observation experiences involving minors (<18 years old) will be handled in accordance with the Duke University Minors Policy (https://policies.duke.edu/policy/minors-duke-university-programs/).

Events in the CND

The CND hosts and supports different events virtually and in spaces outside of the simulation lab spaces. We offer didactic support, supplies for demonstration, skills activities, and simulations (face to face, virtual, etc.). Here are the most common types of events:

Didactic support

Any simulation-based learning experience, in any environment (classroom, virtual, face to face, etc.), should follow best practices in simulation. To request services for an CND educator/ technology consultation the form can be accessed online.

Equipment/Supplies for Demonstration
Some non-invasive CND supplies are available for classroom demonstration or to pass around during class. To request Equipment/Supplies for Demonstration the form can be accessed online.

Skills Activities
Skills activities (psychomotor, affective) can be performed in any space and should follow best practices in nursing and education. Each skills activity is expected to have a teaching plan that lists learning objectives, evidence-based skills/competency checklist, and schedule/rotations for the day. Please work with your CND liaison to ensure lab efficiency and optimizing design prior to planning skills activities.

Facilitated Lab
Facilitated lab is time outside of the scheduled class lab time when an educator is available as a resource to guide and reinforce information/skills previously taught in lab.
- Students are informed of facilitated lab times at the beginning of each course. A schedule of dates and times and attendance form for the semester is made available to the students.
- Number of hours of attendance by the students varies from course to course as designated by faculty. Some facilitated lab hours may be mandated by course faculty for clinical replacement, remediation, or reintegration.
- In the event that facilitated lab must be changed or cancelled, email notifications are sent to the students.
- In the event that a student is unable to attend facilitated lab after signing up, they should cancel allowing space availability for another student.
- The prelicensure program has a formal Learning Improvement Plans (LIP) process that includes:
  - Faculty sends the CND educator the objectives the student needs to meet.
  - The student will contact the CND educator to schedule a meeting time.
  - The CND educator works with students to meet the learning objectives, sets goals, and reviews performance.
    - During this time, the CND educator may use various ways to assess the learner's knowledge, skills, and attitudes; meanwhile, building rapport and seeking ways to build and maintain a safe learning environment.
  - Once complete, the CND educator will email the LIP report to course faculty.

Open Lab
Open lab is an unsupervised practice activity provided to learners. All open lab hours are subject to change due to the availability of personnel, space, and equipment. Please work with your CND educator or faculty to plan an open lab session.
- Students are encouraged to practice with a peer; especially when practicing vital signs and assessment, and ultrasound skills.

Simulation
Simulation events can happen throughout the CND space and the building. These simulations may include manikins, task trainers, standardized patients, hybrid, role-play, and may occur in-

person, virtually, or a combination. Well-designed simulations take roughly 40 hours to create. Please work with your CND liaison to ensure lab efficiency and optimizing design prior to planning simulation-based learning experiences. Faculty can submit simulation scenario development/new simulation request via Duke University approved online survey. At least one CND team member, designated by the CND director, will be assigned to collaborate with the course faculty during the development of the simulation event.

Standardized Patient Program
Standardized Patients (SPs) are one type of simulation involving carefully trained, live actors to serve in the role of patient(s) and/or family members that provide feedback of learners' performances.
- SPs are budgeted annually.
- External SPs are obtained through
    - Duke University School of Medicine (SOM),
    - Eastern Virginia Medical School (EVMS),
    - East Carolina University (ECU).
- To book an SP, faculty contact the CND **a minimum of 90 days** before event.
- The CND will lead faculty in designing, implementing, and evaluating simulation experiences for students using SPs. SPs and School of Medicine (SOM) Clinical Skills Lab Space (if needed) are reserved through the CND team. All communication about the event occurs between the SOM, SP Program, and CND. Faculty are updated by the CND team, as needed.
- The CND primarily contracts with the Duke University SOM Standardized Patient Program to make arrangements for the services of SPs in simulation activities. The CND team will work with faculty to develop case description/ scenario scripts. Once completed, the CND will forward these to the SP Program Coordinator for the reservation. Designated timeline for SOM SP events includes:
    - Notify SP coordinator of event- **preferred 90 days; minimum of 60 days**
    - Script to SP coordinator for existing cases- **minimum of 30 days**
    - Script to SP coordinator for new cases- **minimum of 60 days**
    - New cases require 3 hours of SP training prior to event. One of these hours is at home (self-study) and the final two hours is at the SOM. A faculty/CND representative may be requested at this training to answer any of the SP questions.
    - SPs must have a minimum 15-minute break, every 2 hours for the SPs.
    - If the event is over 5 hours, the SP is required to have 30 minutes of protected time for lunch or a break.
    - The SPs need time between each scenario to reset. This is time that is NOT being filmed, and not giving written feedback.
    - For on-campus events, the SPs need a designated space away from students for case preparation and breaks.
  - SOM SP Program will oversee the training of all SPs and evaluate the need for retraining of on an ongoing case basis.
- For specific clinical courses the CND also contracts with EVMS and ECU for the services of male and female genital teaching associates (standardized patients with special training for male GU/rectal/prostate/hernia exams and female pelvic and breast exams).
    - The CND has a Memorandum of Understanding (MOU) with EVMS/ECU and arrangements are made during the prior semester in which the simulation experience is delivered.

- Contracts/MOU must be signed with the Vice Dean of Finance and Administration and partner institutions.
- EVMS/ECU events need to be scheduled greater than **6 months in advance** to ensure dates, SP recruitment, and transportation can be completed.

- Volunteer SPs are also used and are arranged, as needed, by course faculty request for low stake events.
- CND will ensure completion of SP simulation evaluation surveys as well as faculty surveys of SP program satisfaction.
- Any event that requires SPs which has not been previously budgeted, requires a completed needs assessment and approval by the CND Director before a reservation is made.
- In the event the recording system fails during a SP event (power outage, video capture system issues) the CND team will determine if learning objectives can be achieved while the is SP present. SP events generally cannot be rescheduled.
- The CND cannot schedule SP experiences for external partners.

For all simulation based learning, the designated CND team member, course faculty, and/or content experts will create events that align with learning objectives. The Healthcare Simulation Standards of Best Practice for Simulation Design will be used to create these events. The following will occur:

Simulation Events

Simulation Planning Meeting

Every simulation event, in all nursing programs, is planned with CND team member. Simulation documents are stored in the CND shared drive in a designated folder labeled by the course number and semester for future review/ reference. Will include:

1) Simulation Event Planning. The simulation event planning meeting should be completed before the start of each semester where the CND team will guide on development of learning objectives, teaching plan, and schedule (mindful of class size, time needed, efficiency, and optimizing CND utilization).
2) Simulation Scenario Template. The simulation template should be reviewed by the CND team, course faculty and/ or subject matter expert every semester for quality improvement to ensure simulation and clinical best practices are used. If course faculty is unavailable, the CND team member will review with a CHSE facilitator, or subject matter expert.
3) Simulation Debriefing Form. The debriefing meeting should be completed by the end of the semester. Suggested edits/changes are to be in process or completed by CND liaison by the next pre-brief meeting.

Needs Assessment

The course faculty and CND team will conduct a needs assessment to provide evidence of the need for a simulation-based experience. The needs assessment should include: underlying causes of concern, surveys of stakeholders regarding needs, competency this meets, and outcome data. New events will be considered for development based on the needs assessment, competency needed, resources available (space, time, equipment), budget impact and workload capacity. Perform a needs assessment to provide the foundational evidence of the need for a well-designed simulation-based experience. Needs assessment should be submitted to the CND Director.

Simulation Scenario Design and Development

Simulation-based experiences (SBE) should be designed in consultation with content experts and simulationists knowledgeable in best practices in simulation education, pedagogy, and practice

- The CND Educator and course faculty will construct measurable objectives that build upon the learner's knowledge.
- The objectives will align with the modality.
- Design a scenario, case, or activity to provide the context for the simulation-based experience. All simulation scenarios must follow evidence-based practices, including acceptable standards of care, text, hospital policy, and up-to-date references used in the preparation of the scenario.
- Use various types of fidelity to create the required perception of realism, at the discretion of the CND team.
- Plan a learner-centered facilitative approach driven by the objectives, learners' knowledge and level of experience, and the expected outcomes.
- Create preparation materials to guide participant success in the simulation-based experience.
- Develop a plan for evaluation of the learner and of the simulation- based experience.
- The CND team will request a pilot-test/run through or testing of the scenario at least **2 weeks** prior to implementation. This ensures that the CND team and authors will have time to revise the scenario or any logistics prior to the event.
- Each scenario should be dated and initialed by the author or editor every semester or subsequent simulation event time, to ensure they follow the current clinical standards of care.
- The CND will discuss authorship of the scenario with faculty and team members who were involved in the development and implementation of the case, they will be listed as a co-author.

Prebriefing

Prior to every simulation event, students will participate in a **prebriefing**, which includes:

- Introductions (all involved, timing of event)
- Objectives for the simulation
- Confidentiality, Professionalism and Fiction Contract
    - We value integrity, trust, and respect. We believe that everyone participating in activities in the CND is intelligent, capable, cares about doing their best and wants to improve (The Basic Assumption).
    - Simulation is a safe learning environment, and your psychological safety is important to us. That means is no one's performance will be mocked judged and What happens in CND stays in CND. All events, performances, and scenarios are confidential; and we expect professionalism from everyone. Can we all agree on this?
    - Simulation mimics real life situations. We all know this is not real; but try to suspend disbelief and engage in learning like the scenario is real. Treat the simulator **and / or** standardized patients (actors) as real people…talk to them, teach them, and show respect.

- Logistics
  - Simulation room is set up as a patient care area. We will use the simulator **and / or** standardized patients (actors) today.
  - This simulator has sounds and movements (chest rise, pulses, heart tones), feel free to listen and touch the simulator. If you need help during the scenario; ask a colleague – then us.
  - Once assessment devices are applied (EKG leads, pulse ox, BP cuff), then vital signs will appear on monitor.
  - Medications can be administered through this line (IV) or this body part (IM/SQ).
  - Heathcare provider orders/medication administration station.
  - Additional equipment is available during scenario (O2, defibrillator, EHR), prn. Let me show you how to use it.
  - Examples include but are not limited to:
    - Bedside cart & supplies
    - Working Headwall (Oxygen, suction)
    - Bed operation
    - Equipment & monitors
    - Task trainers (hybrid simulation)
    - Function of speakers in the rooms
    - Observers behind the one-way mirror (psychological safety)
    - Location of orders/medication administration record
    - Review barcode scanning
    - Medication dispensing workstation
    - Use of landline phone
    - Review resources in the sim room (evidence-based practice tools)
- Expectations
  - Roles: observers/learners
  - You will receive clear instruction when the scenario begins and ends through the speakers.
  - If there is a safety issue; we will alert everyone by saying our safe word, "**PAUSE**."
  - Please think out loud during assessments/skills so we are aware of what the team is thinking.
  - "**HUDDLE**" may be called by the team to make an alternative plan.
  - After the simulation, we will debrief…talk about how we felt (emotion wheel), review learning objectives, how to improve, and what went well.

Simulation Event

Simulation events are support

- Facilitator who has specific skills and knowledge in simulation pedagogy.
- The facilitators are appropriate to the level of learning, experience, and competency of the participants.
- Facilitators deliver of cues (scripted and/or unplanned) aimed to assist participants in meeting learning objectives.
- The CND educators and faculty are available after and beyond the simulation-based experience aims to support learners in achieving expected outcomes.

Debriefing

Debriefing occurs after a simulation-based learning event and led by a trained facilitator. This is an opportunity for learners to be involved in a guided reflection, to get feedback and for the facilitator to understand actions during the simulation.

- Debriefing is constructed, designed, and facilitated by simulation and/or content experts.
- Each debriefing begins with the Emotion Wheel to gather feelings about the simulation based learning experience.
- Debriefing is scripted using the Gather, Analyze, and Summarize (GAS) focused on the learning objectives. Advocacy-Inquiry is also used to differentiate between observed and expected outcomes.
- Debriefing is conducted to promote self, team, and/or systems analysis. We encourage reflection, exploration of knowledge, and identification of performance/system deficits while maintaining psychological safety and confidentiality.

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Assessment and Quality Improvement
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Quality Improvement Process / Evaluation
The CND has a comprehensive Quality Improvement and Evaluation Plan that addresses the following areas: program, student, and course/scenario.

- Program: Each student evaluates the simulation program at the end of their program of study as part of the exit surveys. Questions on those surveys assess the overall simulation program and its effectiveness in promoting students' achievement of course and program outcomes, development of skills, and ability to relate classroom learning to practice.
- Student: Students complete a survey via Duke University approved online survey post-event in the CND.
- Course/scenario: Course faculty, facilitator, and CND team members evaluate the simulation experiences at the end of each event and/or semester; these surveys address whether the simulations enabled students to meet objectives, prioritize interventions, and develop skills, and if they were valuable, high quality learning experiences.

Data from each of these surveys are reviewed collaboratively and is used for revising the activity and/or event as needed.

- The CND uses SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis as another QI process model. The CND strives to leverage our strengths and opportunities while decreasing our weaknesses and eliminating threats.

Evaluation of Learning and Performance
Evaluation of student learning and performance during simulation experiences and skills training is done to provide feedback to students for further learning (formative) and verify their achievement of skills and competencies (summative).

- Tools to evaluate learning and performance for a simulation/ skills events in the CND are unique to the scenario, skill, and level of learner.
- Timing and type of evaluation (formative, summative or high-stakes) are determined in advance.
- Faculty and the CND team review the objectives, aims of the assessment, and tools to provide a means of confirming the tool is consistent with the objectives and to discuss other needs related to the simulation.
- The competencies and areas of performance assessed are consistent with the course/program objectives, curriculum, or accreditation guidelines.
- Assessment tools are selected by faculty, who have expertise in the content and performance areas, and are reviewed in collaboration with the CND when planning the

simulation event. Assessment tools may include procedural/skills checklists, rating scales such as Lassiter's Clinical Judgment Rubric, MSN Faculty Evaluation of Student Clinical Performance or the Simulation Evaluation Tool- Modified (SET-M).

- Formative assessment of learning in simulation is performed through observation, and student demonstration within the simulation; as well as student reflection during debriefing.
- The facilitator of the simulations discerns if students have met objectives, based on the simulation-specific objectives; as well as the students' actions in simulation, and guided self-reflection.
- The facilitator should discuss any individual performance concerns with the learner, and/or course faculty as deemed necessary (i.e. breach in professional behavior).
- All summative or high stakes assessments are completed by the course faculty, clinical instructor, or faculty approved designee.

Evaluating the Facilitators

- After faculty, clinical instructors, graduate assistants complete CND Facilitator training session, they are observed by an experienced facilitator to provide feedback and until they are able to demonstrate competence.
- Experienced facilitators serve as assessors; when they meet the following criteria:
    - Assessors must have a demonstrated simulation education experience, additional training with the Debriefing Assessment in Simulation in Healthcare, and/or be a Certified Healthcare Simulation Educator (CHSE) and are designated by the CND Director.
    - Assessors are selected based on established criteria and immediate feedback is provided to the facilitator following the observation by the assessor and is based on simulation best practices.
- All facilitators are evaluated annually by designated assessors.
- All facilitators will be made aware prior to being observed and evaluated by the assessor.
- Assessors will share verbal feedback with facilitators and submit written feedback via Duke approved online survey, to the CND Director.
- The CND Director evaluates each member of the CND team annually, consistent with DUSON's processes, and the quality of their teaching and simulation competencies are reflected in their Performance Evaluation Plan.
    - The CND Director maintains lists of approved simulation facilitators and assessors.

Information Technology Support

Scheduling

Prior to the start of each semester, the Technical Operations Coordinator will share the CND calendar spreadsheet of simulation activities that need support with School of Nursing Information Technology (SON-IT) via email as well as via a service request (ticket).

- During CND/ SON-IT monthly meetings, the schedule will be reviewed and any calendar changes to discuss when IT support is needed.
- When IT assistance is defined and scheduled, SON-IT will be available 1 hour prior to the start of the event and available during the event.
- For general SON-IT support, SON-IT will refer to the active event times found in the EMS scheduling software.

Notification

- CND will contact SON-IT via phone or service request (ticket) for reporting incidents (24/7).
- If problem not resolved or immediate assistance is needed, the CND team will call/text/email SON-IT leadership, stat.
- For time sensitive information SON-IT will add "Action Required" to the subject line of emails when IT requires faculty, staff, or students respond.

Student Accountability
To prepare for simulation activities that require access to the Virtual Provider Network (VPN), students will log into VPN, take a screenshot confirming that they have VPN access, and submit to the learning management system one week prior to an event.

Reporting Problems/ Concerns

Event Issues
If faculty, clinical instructors, staff, standardized patients, and/or students request alterations in simulation time, scheduling, student attendance, equipment, etc., this should be addressed with the CND liaison overseeing the event.

Facility and Personnel Issues
Faculty, clinical instructors, staff, standardized patients, and/or students are encouraged to work directly with the individual to resolve the conflict. If someone is unable to communicate directly with the individual to resolve issues, they are encouraged to notify the CND Director regarding any personnel issues or concerns related to the CND.

Safety

Emergencies
- In case of any medical emergencies or disaster that may occur in the CND, 911 should be called immediately to activate the local emergency response system. Once 911 has been activated, CND team is notified in case further assistance is required. In the event of a medical crisis or disaster, CND team will inform the Vice Dean of Academic Affairs.
- The CND follows the university policy regarding emergency procedures as outlined on the school webpage (https://nursing.duke.edu/faculty-staff-resources/emergency-information-hub/what-do-emergency)
- Real Automatic External Defibrillators (AEDs) that can be accessed on:
    - First floor of the south wing opposite the elevator bank
    - Fourth floor of the north wing opposite the elevator bank.
    - 2nd floor end of hallway by staircase in HIL outside 2288
- If removed from the cabinet, the AED alarm will sound to elicit internal (DUSON) help, but 911 **must** be called to activate the local emergency response system.
- For nonmedical emergencies, faculty/staff should be contacted to advise as needed.
- The CND has 4 emergency eye wash stations. These are located:
    - Above sinks inside room 2131
    - Above sinks inside room 2135
    - Above sink in room 2064
    - Behind main door entering 2130
- The CND has 4 fire extinguishers:

- Outside of room 2135
- Inside room 2064
- In hallway outside 2288 (located beside AED)
- In 2288 lounge
- In event of a student injury, student should seek medical follow-up at the Duke Student Wellness Center or the emergency department as needed.
  - **The Student Health at Duke Wellness Center**
    305 Towerview Rd, Durham, NC 27710
    Phone: 919-681-9355

Operating Room Medical Oxygen
The CND has real oxygen in the ORs (Pearson 2072 and 2076). There are signs and reminders to shut off oxygen, an alarm system for low oxygen, and oxygen tanks are checked by facilities. To follow the DUSON CND Operating Room Medical Oxygen Policy; anytime the alarm sounds, please complete the Duke Approved online survey.

Presence of Latex
In the CND, you may encounter latex. For example, some of the internal tubing of the manikins may contain latex. Anyone with a latex allergy should notify faculty and the CND team.

Medication/ Sharps/ Equipment Storage and Handling
The physical safety of everyone in the CND is important.
- Simulated medications are purchased from a commercial vendor and/or labeled as simulated medications.
- Scannable medication labels are created in-house for any specialized medications not found with commercial vendors.
- Mobile medication dispensing workstations are stocked with simulated medications in packaging (to increase realism for students for medication dosing).
- The CND does not accept any real medication donations; including, expired real medications or real, empty vials.
- Sharps stored in a secure area (locked cabinet and closet) when not in use and accessed only by the CND.
- Sharps can only be used under supervision and cannot be sent off-site/home.
- Simulated crash carts are located on-site for simulation events. These carts contain simulated medications from commercial vendors and are clearly labeled "Not for Human Use."
- The CND has two live defibrillators that are used in simulation. These defibrillators are clearly marked "Live Voltage and Not for Human Use." When not in use, both crash carts which house the defibrillators are stored in a locked closet accessible only by the CND.
- During prebrief, students are reminded of any safety hazards and concerns and are reminded of the safe word ("pause") that is to be used for an emergency safety time out.

Invasive Procedures
_No_ invasive procedures are performed on students, faculty, clinical instructors, visitors, volunteers, or staff in the CND or with CND supplies; including but not limited to: IV, NG, foley insertion, finger sticks, injections, nerve blocks, etc. To ensure safety of our community, we

recommend the least harmful approach – using task trainers for invasive procedures. This approach is in alignment with Duke University Policies:

- Hazard Determination Policy where, "Employees are expected to: "Bring all unsafe conditions, behaviors, or practices that create risks for themselves, patients, students, visitors, or the environment to the attention of their supervisors." (https://www.safety.duke.edu/sites/default/files/I_4HazardDetermination.pdf)
- Unpaid volunteers, prohibited activities:
  - https://hr.duke.edu/policies/volunteer-unpaid-interns/#prohibited
- Bloodborne Pathogens: https://www.safety.duke.edu/sites/default/files/VI_IBloodbornePathogens-Hospital.pdf
- Office of Audit, Risk, and Compliance https://oarc.duke.edu/

Cleaning
- After events, manikins, task trainers, hand-help equipment, and reusable medical equipment are wiped down between uses with approved cleaning solution.
- Housekeeping staff cleans each CND room on Monday through Friday after 5pm. Responsibilities include emptying garbage cans, wiping down tabletops, bedrails and mopping/sweeping the floors. Rooms are inspected each morning by the facilities team to ensure the rooms are clean and ready for the day's events. Any issues identified are placed on a daily report card and sent to the environmental services supervisor to reconcile.
- Every December, the CND is deep cleaned by housekeeping. Furniture and equipment are removed, cleaning/stripping/waxing of hard surface floors, shampooing of carpets, and routine building maintenance is performed.

Identification Badges
- Everyone in the CND must wear a visible Duke University issued identification badge.
- CND visitors are issued a temporary name tag by the CND to identify who they are.
  - Any concerns, threats of violence, stalking behavior, unwanted contact and suspicious activity immediately should be reported immediately.
  - **For emergencies call 911** to reach Duke Police and/or Durham Police.
  - **For non-emergencies: (919) 684-2444** to reach Duke Police.

Psychological Safety
The emotional well-being, of everyone involved the CND, is significant.
- Transparent policies such as record access and confidentiality are in place to assure student privacy; orientation that introduce the students to the simulation environment and equipment are provided at the beginning of each course/class to alleviate the anxiety of participating in simulation-based education and are integrated in the curriculum development process.
- We maintain constant vigilance for undo emotional stress due to everyone participating in simulation-based programs and are aware of the potential vulnerabilities perceived by the participants. For any participant the following are available for support:
  - Faculty
  - CND Director and Team
  - Student Success Center (https://nursing.duke.edu/student-resources/student-success-center) well-being tools)
  - Duke University Student Affairs Office, *Student Wellness Center* (https://students.duke.edu/wellness/) at 305 Towerview Rd, Durham, NC 27710

- Duke Reach (https://studentaffairs.duke.edu/dukereach1)
- Counseling & Psychological Services (https://students.duke.edu/wellness/caps/)
- Timely Care (https://app.timelycare.com/auth/login) to ensure that assistance can be provided to any student (in-person or virtually) with personal or emotional concerns.
  - Faculty and staff can access support from Duke University Human Resources, Personal Assistance Services (https://hr.duke.edu/wellness/pas/) or 919-416-1PAS (919-416-1727).
- Evaluations routinely include questions specific to the debriefing process as a means of quality assurance; therefore, the CND can ensure that debriefings are perceived as nonthreatening, objective, and protective of the confidentiality of all students.

Academic Accommodations
Formal documentation is required for any academic accommodation in the CND. Students initiate this process through:
- Duke University's Student Disability Access Office (SDAO): https://access.duke.edu/students/
- Student Success Center: https://nursing.duke.edu/student-resources/student-success-center

SDAO letters will guide academic accommodations for CND activities. The CND Director will work with faculty, administration, and CND team about academic accommodation needs, collaborate on a plan for success, and communicate with relevant team members.
- Students, with audio recording academic accommodations, may record only during large group instructional times (i.e. sitting at table and listening to mini lecture before practicing) on Duke University approved software for accommodations.
- Due to the nature of sensitive content in the CND, protection colleague's performance, personal health information, and psychological safety is of the upmost importance. No student recording of small group practice, checkoffs, skill practice, partner practice, prebrief, simulations, and debrief on any portable device while in the CND.
- CND confidentiality agreements prohibit sharing recorded information.

Statement on Diversity, Equity, Inclusion and Belonging
Diversity, equity, inclusion, and a sense of belonging fuels excellence and innovation and are critical in our pursuit of racial and social justice. We are all responsible for maintaining a positive and inclusive environment. Every student, faculty, and staff member—whatever their race, ethnicity, nationality, cultural heritage, age; gender, sex, sexual orientation; religious or political beliefs; socioeconomic status, veteran status, or ability—has the right to inclusion, respect, agency, and voice within the DUSON and Duke community. By embracing diversity and inclusion in all that we do and strive for, we strengthen our community, pedagogy, research, practice and the future design, development, and delivery of health care that eliminates disparities both locally and globally.

The faculty work diligently to create and sustain a learning environment that promotes equity for all and is free of microaggressions, harassment, racism, and discrimination. If at any time a student does not feel supported, or has experienced or observed unfair treatment, they are encouraged to speak out for justice and support within the moment or after the moment has passed. Individual support and resources for reporting academic environment concerns can be

found on Office of Diversity, Equity and Inclusion's website (https://nursing.duke.edu/centers-and-institutes/office-diversity-equity-and-inclusion).