

School of Nursing Undergraduate Student Simulation Handbook 2026-2027

Student Rights and Responsibilities

Students participating in Clinical Learning Center (CLC) and Simulation-Based Education (SBE) Program activities have the right to a safe, respectful, and supportive learning environment that promotes professional growth and achievement of learning objectives.

Students are responsible for:

- Adhering to applicable CLC, School of Nursing (SON), College of Nursing and Health Professions (CNHP), and university policies and procedures.
- Demonstrating professionalism, integrity, and respect during all learning activities.
- Actively participating in simulation-based learning experiences and related activities.
- Maintaining confidentiality in accordance with program requirements.
- Supporting a psychologically safe learning environment.
- Using CLC resources, equipment, and learning spaces appropriately.
- Following safety procedures and reporting concerns to appropriate personnel.

Attendance and Participation

Attendance and active participation are required for all scheduled simulation activities, including prebriefing, simulation experiences, debriefing, and associated assignments.

Students who are unable to attend a scheduled simulation experience must notify the assigned simulation facilitator as soon as possible and no later than one hour prior to the scheduled start time. Failure to provide appropriate notification may be considered unprofessional behavior and result in additional consequences as outlined by course policies.

Students who miss a scheduled simulation experience will receive a grade of zero. Because simulation experiences require coordination of faculty, personnel, space, equipment, and learner participation, make-up opportunities are not always feasible. The simulation facilitator, in collaboration with simulation personnel, is responsible for determining appropriate make-up opportunities and completion requirements. These may include a make-up simulation experience, alternative assignment, virtual simulation, or alternative learning activity designed to achieve the intended simulation learning objectives.

Students are responsible for completing all assigned make-up or alternative learning activities. Failure to attend or participate in required simulation activities may affect course completion or progression as determined by course and program policies.

Professional Behavior

Students are expected to demonstrate professional behavior consistent with the standards of the healthcare professions while participating in CLC and SBE Program activities.

Professional behavior includes:

- Utilizing respectful communication and avoiding foul, offensive, or disruptive language.
- Taking accountability for actions and decisions.
- Respecting the learning environment and the educational experiences of others.
- Preserving the cleanliness, organization, and appropriate use of CLC spaces and resources.
- Demonstrating integrity, empathy, professionalism, and respect in all interactions with faculty, staff, simulated participants, and other learners.
- Complying with applicable safety, ethical, and confidentiality requirements.
- Using equipment, technology, personal electronic devices, and other resources safely and appropriately.
- Presenting a professional appearance and demeanor appropriate for the learning environment.

Unprofessional behavior may result in corrective action consistent with applicable program, School of Nursing, College of Nursing and Health Professions, and university policies.

Confidentiality

Participation in CLC and SBE Program activities requires a commitment to confidentiality.

This includes:

- Simulation scenarios, activities, and learning experiences.
- The performance, actions, decisions, and reactions of other participants.
- Information shared during simulation activities and debriefing sessions.
- Protected health information or clinical information used for educational purposes.

Students shall not discuss, record, photograph, distribute, or share simulation-related information with individuals who are not directly involved in the learning activity unless authorized by faculty.

Simulation activities may be audio and video recorded for educational purposes in accordance with applicable university policies and required release documentation.

All participants are required to sign and adhere to the Clinical Learning Center and Simulation-Based Education Program Confidentiality Agreement (Appendix A). Failure to maintain confidentiality may result in disciplinary or academic consequences consistent with applicable program, SON, CNHP, and university policies.

Psychological Safety

Psychological safety is a foundational component of SBE and is essential to creating an effective learning environment. The CLC and SBE Program are committed to fostering an environment in which learners feel respected, supported, and comfortable engaging in discussion, reflection, questioning, and skill development without fear of embarrassment, ridicule, or retaliation.

Simulation activities are designed to promote learning rather than punishment. Learners are encouraged to actively participate in a manner that supports learning, reflection, and growth. Mistakes and knowledge gaps are recognized as part of the learning process.

All participants are expected to contribute to a psychologically safe learning environment by:

- Treating others with dignity, respect, and professionalism.
- Supporting open communication and constructive feedback.
- Respecting diverse perspectives and experiences.
- Maintaining confidentiality regarding learner performance and debriefing discussions.

- Refraining from disruptive, intimidating, humiliating, or discriminatory behaviors.
- Demonstrating mutual trust, accountability, and respect throughout simulation activities.

Faculty, simulation personnel, and learners share responsibility for maintaining psychological safety before, during, and after simulation experiences.

Students are encouraged to discuss concerns related to psychological safety with the simulation facilitator whenever appropriate. If resolution is not achieved, students may elevate concerns to the Simulation Education Coordinator, academic program chair, or SON leadership in accordance with established program and university procedures.

All participants are required to sign and adhere to the Clinical Learning Center and Simulation-Based Education Program Psychological Safety Agreement (Appendix B).

Fiction Contract

Simulation-based education relies on a partnership between learners and facilitators known as the fiction contract (Appendix C). Participants acknowledge that simulation activities cannot completely replicate actual clinical environments, patients, or healthcare situations. At the same time, learners are encouraged to engage in the experience as realistically as possible to maximize learning.

Learners are expected to actively participate in simulation activities, utilize available information and resources, and approach simulated situations as they would in professional practice. Faculty and simulation personnel are responsible for creating realistic, supportive, and educationally appropriate learning experiences.

Meaningful simulation experiences depend on mutual commitment, active engagement, and respect for the learning process.

Remediation and Learner Support

The CLC and SBE Program support learner success through feedback, deliberate practice, reflection, and individualized support when appropriate.

When performance concerns are identified, faculty may require remediation activities designed to promote achievement of course objectives and learner outcomes. Remediation requirements are determined by course faculty in collaboration with simulation personnel, as appropriate, and may include additional practice, simulation experiences, assignments, skills validation, reflective activities, or other learning experiences.

Students are encouraged to seek assistance from faculty, Peer Tutors, simulation personnel, and available university resources when additional support is needed.

School of Nursing Undergraduate Student Handbook

All policies found in the [School of Nursing Undergraduate Student Handbook](#) are also applicable in the simulation environment. This includes, but is not limited to:

- Cell Phones and Electronic Devices
- Social Media
- Student Rights and Grievance
- Dress Code
- Applicable AASN/BSN Disciplinary Policies and Procedures
- Substance Abuse

Appendices

Appendix A: Clinical Learning Center and Simulation-Based Education Program Confidentiality Agreement

Simulation-based education relies on mutual trust, professionalism, and confidentiality. To support a psychologically safe learning environment and preserve the integrity of simulation experiences, all participants are expected to maintain confidentiality.

By signing below, I agree to:

- Maintain the confidentiality of simulation scenarios, learning experiences, and information shared during simulation activities and debriefing sessions.
- Refrain from discussing, sharing, or commenting on the performance, actions, decisions, or reactions of other participants outside of the learning environment.
- Not photograph, record, distribute, or share simulation content, learner performance information, or other confidential materials unless specifically authorized by faculty.
- Comply with applicable program, School of Nursing, College of Nursing and Health Professions, and university policies regarding confidentiality and professional conduct.

I understand that simulation activities may be audio and video recorded for educational purposes and that participation is subject to applicable university recording policies and required release documentation.

I understand that failure to maintain confidentiality may result in disciplinary or academic consequences consistent with applicable program, School of Nursing, College of Nursing and Health Professions, and university policies.

By signing below, I acknowledge that I have read, understand, and agree to comply with the requirements of this Confidentiality Agreement.

Participant Name (Print):

Participant Signature:

Date:

Appendix B: Clinical Learning Center and Simulation-Based Education Program Psychological Safety Agreement

The Clinical Learning Center and Simulation-Based Education Program are committed to providing a respectful and supportive learning environment in which learners are encouraged to actively participate, take appropriate risks, ask questions, make mistakes, and learn through reflection and feedback.

By signing below, I agree to:

- Treat all participants with dignity, respect, and professionalism.
- Support open communication and constructive feedback.
- Respect diverse perspectives, experiences, and learning needs.
- Contribute to a learning environment free from intimidation, humiliation, ridicule, discrimination, or retaliation.
- Maintain confidentiality regarding learner performance and debriefing discussions.
- Engage in simulation activities honestly and respectfully.
- Support the learning and growth of fellow participants.

I understand that psychological safety is a shared responsibility among learners, faculty, and simulation personnel. I understand that behaviors that undermine psychological safety may result in corrective action consistent with applicable program, School of Nursing, College of Nursing and Health Professions, and university policies.

By signing below, I acknowledge that I have read, understand, and agree to comply with the requirements of this Psychological Safety Agreement.

Participant Name (Print):

Participant Signature:

Date:

Appendix C: Clinical Learning Center and Simulation-Based Education Program Fiction Contract

Simulation cannot perfectly replicate every aspect of real-world healthcare practice. Learners, facilitators, equipment, environments, and scenarios may have limitations. Despite these limitations, meaningful learning occurs when learners actively engage in the experience.

By signing below, I agree to:

- Engage in simulation activities as though the situation were real.
- Utilize available information, equipment, and resources to the best of my ability.
- Participate actively in prebriefing, simulation activities, and debriefing discussions.
- Respect the simulation environment, equipment, and participants.
- Approach simulation experiences with honesty, professionalism, curiosity, and a willingness to learn.
- Accept that mistakes and knowledge gaps are opportunities for learning and growth.

I understand that simulation is intended to promote learning, reflection, clinical judgment, communication, teamwork, and professional development.

By signing below, I acknowledge that I have read, understand, and agree to comply with the expectations outlined in this Fiction Contract.

Participant Name (Print):

Participant Signature:

Date: