

Simulation Education



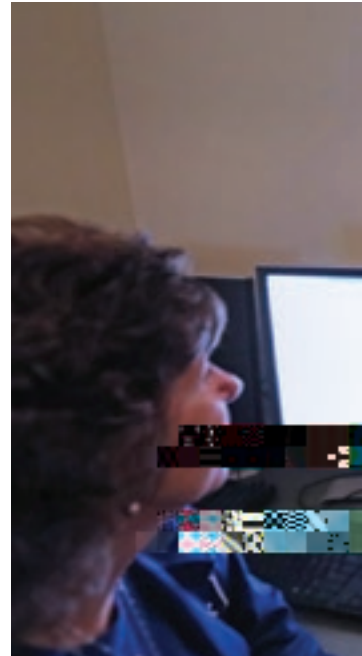
At one time or another, most nursing students at Duke will come in contact with a dummy. Her name could be Victoria, and she might be about to go into labor. If all goes well, and even if it doesn't, Victoria will live to see another day, and another, and another. Victoria is just one of our simulation manikins — part of our family, says Margie Molloy, DNP, RN, CNE, CHSE, assistant professor at Duke University School of Nursing (DUSON) and director of the Center for Nursing Discovery (CND).

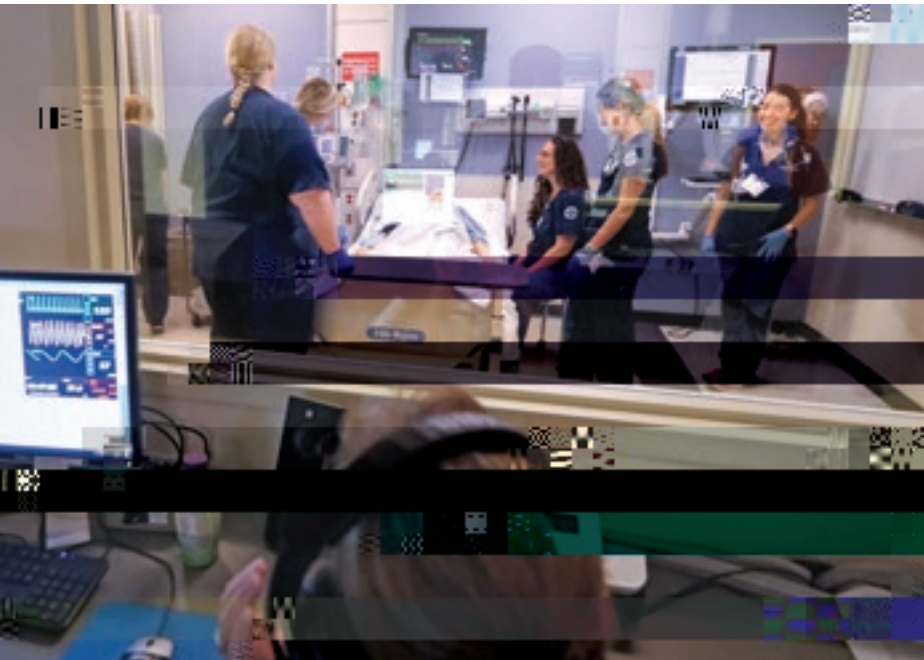
Isn't for

“People are sometimes very curious about what is going on and what we are doing,” Molloy says about the simulation lab, which will often display the manikins, like Victoria, around the School during open houses. “We want them to see this aspect of how we are educating our students.”

While most nursing schools today offer simulation as part of their education, DUSON is the only nursing school in North Carolina, and one of several in the country, to have received a five-year accreditation by the Society for Simulation in Healthcare and the Council for Accreditation of Healthcare Simulation Programs in the area of Teaching/Education. The CND received this special certification in January 2017.

“It (accreditation) is a great honor.





to really design this space,” Molloy says they need one during the simulation,” of the school’s 2014 expansion. “We put Molloy says. “We try to increase their our heart and soul into this place and comfort level when participating in the we helped design a layout that really lab and emphasize that our universal worked with the multiple programs we goals of teamwork and communication have here.” With a nurse’s station, two are really very important.” Feeling operating rooms, an obstetrics area secure in the lab over time translates and several general simulation rooms to feeling secure in the real world. “We the CND covers a gamut of realistic really promote psychological safety,” learning opportunities. Molloy says. “Hopefully the mistakes,

Molloy says making sure students feel if you make them in the sim lab, won’t comfortable and safe in the simulation be the same mistakes made in the labs is another goal. Especially for patient care area.” students who have never been in a The use of simulation has grown a simulation lab, or worked with a exponentially over the past decade, high- delity manikin, the experience when only a handful of courses applied can be quite daunting. So briefings this technology as an education tool. before the simulation can be just as Now simulation is a component of important as the debrie ng a erward, almost every clinical course. “It’s very Molloy says. “We give them a tour of deliberate,” Molloy says. “Our simu the space. We tell them how they lations match the content of what our can contact a healthcare provider if s445()TJ 0 Tc T* [7n t.68s(og)9(l)-19.8 nt6 -1c-21d16.2(.68s(og).5(s)-11.4(. T* [(s.i)-20-2n)6.2(og)9 sv.816 73.i

“It gives us an opportunity to work with faculty who are outside of our traditional programs here at Duke,” Molloy says. “We have ongoing sessions with other educators and we get to know them and their programs.”

For DUSON students, simulation can also bring together students from the School of Medicine and other health professions programs here on campus. “Nurses hold onto a lot of myths about other disciplines,” Molloy says, noting that nursing students

may not be familiar with how medical students are trained. Bringing them together in a simulation is a great way to grow mutual understanding. “I think each discipline enjoys hearing and learning from each other.” Molloy says as lifelong learners, she and her colleagues at the School of Medicine and other health professions programs here on campus. “Nurses hold onto a lot of myths about other disciplines,” Molloy says, noting that nursing students