



Minnesota Simulation  
for Healthcare  
Education Partnerships



## MnSHEP Newsletter – Winter 2019

### Join the MnSHEP listserv.

Join simulation educators throughout the state and start receiving quarterly newsletters, free online simulation resources, access to free webinars and information on simulation news, site visits, workshops, conferences and more. Join the [MnSHEP Listserv](#) (FREE) to become a member of MnSHEP.

### Accessing the MNSHEP Website

HealthForce Minnesota hosts the [MnSHEP website](#) which includes links to multiple national simulation sites, simulation resources, webinars, and simulations for use by programs and agencies around the state.

The username and password are the same: Simulation

### Mentoring

Do you have questions on a specific simulation topic? Are you looking for a mentor to be able to reach out to with questions and concerns regarding simulation? If so, please email [hfm\\_simulation@winona.edu](mailto:hfm_simulation@winona.edu). MnSHEP is starting a pilot project to see if we can assist others in the state with answers to their simulation questions and mentoring needs.

## Regional Simulation Workshop Sponsored by ASPE, INACSL, and SSH in Minnesota!!

The Association for Standardized Patient Educators (ASPE), the Society for Simulation in Healthcare (SSH) and the International Nursing Association for Clinical Simulation and Learning (INACSL) will host a Simulation Regional Workshop in Minnesota.

#### The workshop will explore:

- Creating a dialog around simulation guidelines and local regulation by the Boards of Nursing.
- Utilizing the NCSBN Simulation Guidelines for Prelicensure Nursing Programs within individual simulation programs.
- Applying the INACSL Standards of Best Practice: Simulation within the development, implementation and assessment of simulation based education.
- Using the SSH Accreditation Standards to advance the simulation program.
- Understanding the benefits of SSH certification (CHSE, CHSE-A, CHSOS) as a developmental pathway for simulation instructors.
- The benefits of membership in INACSL and SSH.
- The Workshop also includes review of the study, results and subsequent guidelines for local and national implications. In addition, local simulation leaders will review the simulation standards and resources available to assist schools and/or organizations as they advance simulation in a changing regulatory environment.



Simulation Regional Workshop

The Simulation Regional Workshop is a pre-conference for the 2019 Health Educator's Conference (April 11 and 12<sup>th</sup>).

**Date:** April 10th, 2019

**Cost:** \$99.00 (includes lunch)

**Location:** Arrowwood Resort and Convention Center in Alexandria, Minnesota

Registration is now open: <https://www.ssih.org/Events/RegionalWorkshops>

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## Simulation Site Visits Spring 2019

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### St. Paul College Sim Center Site Visit: Spring 2019



Walking through the doors of the simulation center at Saint Paul College's new Health and Science Alliance Center feels like being transported directly into a hospital wing; from the check-in desk at the entrance to the hospital rooms, high fidelity manikins, intensive care units, operating rooms, survey isolation area, long-term care center, physicians' office and pharmacy.

Join us for a site visit at Saint Paul College's new Simulation Center and rotate between 7 stations in different simulation rooms to see the latest in innovative technology currently being used at

Saint Paul College.

**Date:** Friday, March 8<sup>th</sup>, 2019

**Location:** Saint Paul College in St. Paul, MN

**Registration:** \$40.00 includes lunch and parking.

[Click here to register.](#)

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### Dual Sim Center Site Visits: Bethel University and the Veterans Administration

Date: Wednesday, May 22, from 8 to 3:30

Location: Bethel University, St. Paul and the VA Health Care System, Minneapolis

**Registration:** [Watch your email for information on registration!](#)

### Bethel University Site Visit: Meet Lillian Jasper: How Ready are You for High Stakes Simulation?

The Bethel University Site Visit will begin with a tour of the simulation center followed by a live simulation used to discuss High Stakes Assessment. Participants will debrief the scenario with other attendees, and discuss the challenges and preparation necessary for supporting High Stakes Assessment.

### Minneapolis VA Simulation Center Tour and Discussion on VA Simulation Initiatives

Come for a tour of the Veteran's Health Administration Simulation Center. Learn about the multiple simulation modalities and training capabilities of the Minneapolis VA and VA Midwest Simulation Programs.

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## Spring 2019 FREE MnSHEP Lunch and Learn Webinars

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Each year, MnSHEP offers free webinars. This is a great way to receive continuing education for educators with busy schedules! If you are unable to attend the live webinars you can still review the content. The webinars are archived on the HealthForce Minnesota MnSHEP website.

[Click here to Register for MnSHEP Lunch and Learn Webinars](#)

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### The Use of Mindfulness in Simulation Pre-briefing to Increase Situational Awareness

Date: Thursday, January 24, from 11:30 to 12:30

Expertise level: Novice to Expert

Intended Audience: Academic and Clinical Partners

Presenters: Jeanne Cleary MSN, RN; Robin Cunningham MSN, RN, CNE, CHSE, LNCC; Marci Dial DNP, APRN, NP-C, RN-BC, CHSE, LNC; and Margie Molloy DNP, RN, CNE, CHSE

### Facilitating Multiple Patient Simulations

Date: February 15, 2019 from 12:30 to 1:30  
Expertise Level: Novice to Expert  
Intended Audience: Academic and Clinical Partners  
Presenters: Rose Raleigh, MSN, RN, CHSE

## Navigating the Accreditation Process: Hints and Tips

Date: Monday, March 25<sup>th</sup> 2019 from 11:30 to 12:30  
Expertise Level: All levels  
Intended Audience: Academic and Clinical Partners  
Presenters: Krista Anderson, MSN, RN, CHSE and Colleen Royle, EdD, MSN, RN, CHSE

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## Moulage Corner: Nasogastric Drainage



### Ingredients

1 tsp coffee grounds, used or new  
1 cup chunky salsa, any brand  
Water  
Betadine or food coloring

### Instructions

Determine what kind of nasogastric drainage is to be made. This will determine the coloring used. Put the salsa into a blender and blend until there are no observable pieces. Add water and coffee grounds to desired consistency. Place in suction canister.

Store in refrigerator until needed. If left at room temperature, mold begins to grow within 2-3 days. If refrigerated (except for an average 8-10 hour class day) this "drainage" will last weeks. This mixture will give you red/brown nasogastric drainage associated with gastric bleeding, surgery, etc.

- Note-whenever using food coloring, wear clean gloves to protect your hands during mixing and transferring into desired "medical" containers. Food coloring can stain manikin skin. Use caution when applying "moulaged" dressings to a manikin. Assure they are completely dry.
- ALL MANIKINS ARE ALLERGIC TO BETADINE. Our manikins wear allergy vands to remind us NOT to use betadine to prep.

By Jeanne Cleary MS, RN, NLN Simulation Leadership Alum

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## Manikin Mailbag

### Dear Manikin Mailbag:

I have been facilitating simulations for a few years and am looking for tools to evaluate if I am doing a good job and if the simulations are working. Any ideas where I might find some?  
Experienced Edna

### Dear Experienced Edna,

There is a site called Evaluating Healthcare Simulation <https://sites.google.com/view/evaluatinghealthcaresimulation/home>. It has instruments that evaluate facilitators, the simulation experience, the readiness of an organization for simulation and more. The site includes bios of the researchers with contact information and the instruments are free. It is a great place to start.  
Take care,  
Manikin Mailbag

Rose Raleigh MS, RN, CHSE, NLN Simulation Leadership Alum  
Colleen Royle EdD, MSN, RN, CHSE, NLN Simulation Leadership Alum

If you have a question you would like answered in a future newsletter, please email

[Rose.Raleigh@century.edu](mailto:Rose.Raleigh@century.edu) or [colleen.royle@mnsu.edu](mailto:colleen.royle@mnsu.edu)

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## Updates from the MN Board of Nursing: Simulation and the Role of the Nurse



An increasing number of MN nursing programs use high fidelity simulation to replace traditional clinical learning requirements. Faculty within these programs frequently ask how a student can meet clinical competence while in the role of the nurse. The Nurse Practice Act identifies the scope and practice for practical and professional nurses. The Board of Nursing guides faculty to review the [Nurse Practice Act](#) to understand the breadth and depth of the nurses' scope of practice and to use this document in development of scenarios.

For example, the scenario could focus on the service "collaborating with the health care team to develop and coordinate an integrated plan of care." Therefore, a scenario is not limited to one student in the role of the nurse. Charge nurses, case managers and other specialty nurses may not be perceived as providing direct patient care, however they are working in the role of the nurse.

Within the simulation setting, faculty apply their nursing judgment and education expertise to determine student competence while in the role of the nurse. Faculty also recognize different learning styles in developing simulation scenarios. A significant factor to remember in creating successful simulation, is to design strategic engagement scenarios where students can apply their clinical judgment and demonstrate competence. These active learning scenarios take place within the pre-briefing, actual scenarios, and debriefing settings.

Marilyn Krasowski, EdD, MSN, RN, Director for Education  
Susan Frosch, EdD, MSN, RN, Nursing Education Specialist

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## Using Community Action Poverty Simulation to Facilitate Student Learning about Living in Poverty

Carol Persoon Reid, PhD, RN, CNE, CHSE  
Metropolitan State University, Department of Nursing

Poverty is one of the most significant determinants of health (World Health Organization, 2012). Health insurance coverage rates have improved since 2006, however disparities persist for poor and low-income households, and those without health insurance (United States Department of Health and Human Services & Agency for Healthcare Research & Quality (AHRQ), 2010). Assuring that effective poverty-related teaching strategies are used in nursing curricula is vital to the knowledge, skills, and attitude development of nurses.



Students at Metropolitan State University College of Nursing and Health Sciences participate in the Community Action poverty simulation (Missouri Community Action Network, n.d.) to learn about the challenges faced by those living in poverty. The faculty in the College of Nursing and Health Sciences believe it is important for students to reflect on individual beliefs and assumptions about living in poverty and use the simulation to bridge learning with community engagement, community advocacy, and system level analysis.

Students enrolled in the BSN, RN to BSN, Entry Level MSN, MS in Advanced Dental Therapy and Doctor of Nursing Practice (DNP) programs participate in the simulation. Course-related content, such as determinants of health, system issues, and community advocacy, is presented in class or as required reading in advance of the simulation. Student participants are randomly assigned a role within a low-income family upon arrival at the simulation. Each family unit has a unique set of circumstances but share a common goal: to provide basic necessities for the family while interacting with the infrastructure of a community. Each family has a story (such as multi-generational families, homelessness, and employment status), the associated expectations (school, work) and bills (electric, rent/mortgage, car payments). Each family starts the simulation with a packet of information and resources (the props needed for the specific family circumstances, such as money, travel vouchers, EBT card). As the simulation unfolds, families are required to make decisions based on immediate goals and utilize community resources, such as employer, school, day care,

community businesses, utility companies, landlord, and a grocery store.

Those decisions and action lead to further challenges. For example, a family may decide to pay for groceries, and not pay rent or mortgage, and as a result gets evicted. Participants have engaged in illegal activity, such as stealing from a neighbor who leaves travel vouchers out in the open or make choices that jeopardize the safety and welfare of family members, such as leaving small children alone at home rather than paying for childcare. This leads to negative consequences, such as spending time in jail, or taking time off work to retrieve a child from CPS.

Post-simulation debriefs are conducted with the large group, and discuss new learning as well as the changes (or not) in feelings and attitudes about poverty and working with clients in poverty. We ask the individuals staffing the resource tables to comment on their experiences as well. Student responses have indicated increased knowledge and awareness of the realities of living in poverty, and poverty-associated conditions, as well as improved understanding of the effects of the structural conditions associated with poverty on health. The volunteers at resources have noted that participants were very goal driven and didn't always attend to details or ask questions to clarify. For example, one Quick Cash teller reported charging a different fee for cashing checks, depending on how long the line was, and no participant asked for a lesser rate. Frequently, the healthcare center reports no visits, despite the fact that some family members had scheduled appointments. We discuss the possible reasons, the vulnerabilities of these individuals, and the opportunities available to improve the circumstances of this population.

Individual course-related assignments ask students to reflect on the simulation and apply course content to the experience. This may include discussion of resource utilization in the community, gaps in system level resources, and community advocacy for this population at the local, state and national level. Students are also asked to reflect on personal beliefs, assumptions and biases, how the simulation changed them, and how it will impact their future actions as healthcare professionals.

The Poverty Simulation kit costs about \$2,000.00. The kit includes all the material for up to 26 families (88 participants) and 15 community resources, as well as very detailed instructions for implementing. It requires pre-planning, a large space and about 20 volunteers to staff the community resource tables. The simulation takes about 3 hours to complete (Missouri Community Action Network, n.d.). You can read more about the simulation at [www.povertysimulation.net](http://www.povertysimulation.net).

#### References

- Agency for Healthcare Research and Quality. (2018). 2017 National Healthcare Quality and Disparities Report. AHRQ Pub No 18-0033-EF. Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from <https://www.ahrq.gov/sites/default/files/wysiwyg/research/findings/nhqdr/2017nhqdr.pdf>
- Missouri Community Action Network. (n.d.). The Community Action poverty simulation. Retrieved from <http://www.povertysimulation.net/>
- World Health Organization. (2018). Poverty and social determinants. Retrieved from <http://www.euro.who.int/en/health-topics/environment-and-health/urban-health/activities/poverty-and-social-determinants>

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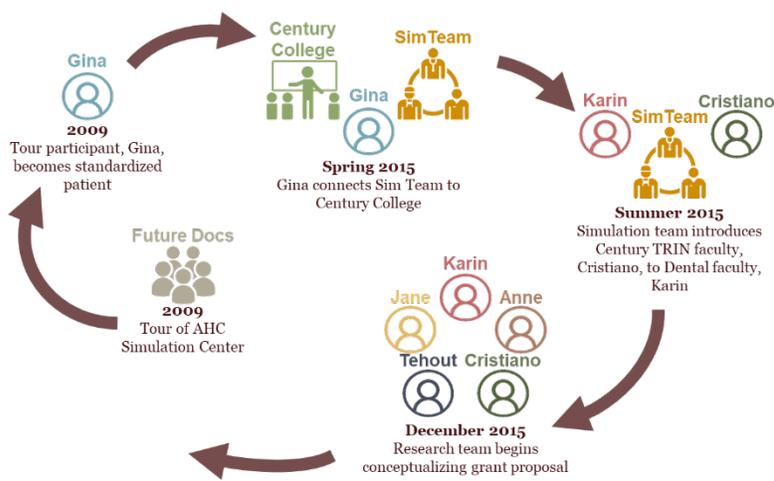
## **Developing an Interprofessional Simulation Partnership: Dentistry at the University of Minnesota and Translating and Interpreting at Century College**

Jane Lindsay Miller, PhD,  
Director, 1Health Simulation at the University of Minnesota

It started with a Simulation Center tour in 2009 and an idea: Could we collaborate with medical interpreting students to create interprofessional simulations and improve the quality of care for limited English proficient (LEP) patients? Two years (and a great deal of work) later, and the answer is "yes".

In 2015, the University of Minnesota's Simulation Center, the School of Dentistry, and Century College's Translating and Medical Interpreting (TRIN) Program began a collaboration which led to the WITH care Curriculum (see graphic).

The idea of creating a meaningful collaboration continued to evolve and found a champion in Dr. Karin Quick, Associate Professor and Director, Division of Dental Public Health in the School of Dentistry at the University of Minnesota. Meeting the oral health needs of underserved populations has long been a mission of the School, and Dr. Quick has been a consistent supporter as a faculty member and a clinician. In 2016, Dr. Quick led a highly-collaborative team (including Century's TRIN Director, Cristiano Mazzei, Simulation Center staff members and an external evaluator) to write a successful grant proposal to the Minnesota Department of Health.



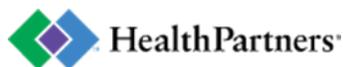
The team created and implemented six workshops, December 2016-April 2018, leading to a sustainable design to optimize student learning. Even initially reluctant Dentistry students responses indicated that “everyone should have at least a little bit of this training.” Translating and Interpreting students also found the training beneficial: “The fact that we were all students practicing how to handle a real medical situation offered me the opportunity to see and check my performance as an interpreter... This is something I don’t have when I am working as an interpreter. It gave me a whole different perspective on how I do my job. I think this is a very helpful practice that helps with the awareness of what the interpreter’s job is.”

This work led to the creation of a required module in the School of Dentistry’s curriculum for all DDS students, as well as WITH care, an interprofessional simulation-based curriculum to promote teamwork between clinical health professionals in any field and healthcare interpreters. The team is currently preparing WITH care for submission to MedEdPortal, for wider distribution.

This work led to the creation of a required module in the

For more information, please contact: Jane Lindsay Miller, PhD, Director, 1Health Simulation, mille142@umn.edu.

## Minnesota Conferences/Workshops/Courses



### Simulation Facilitator Workshop

This 3-day comprehensive program is designed for individuals who desire more in-depth knowledge and skills in effectively incorporating simulation into all levels of healthcare education from undergraduate programs to staff development.

March 27-29, 2019; June 3-5, 2019; September 9-11, 2019; November 13-15, 2019

[Link to registration](#)

### Simulation Facilitator Course

This 8-hour hands-on course is for interdisciplinary staff such as physicians, residents, registered nurses, EMTs, Paramedics, RT, Chaplaincy and other interdisciplinary staff and educators to learn the basics of simulation. In addition, this course is helpful to teach simulation basics for clinical and non-clinical staff who are involved with curriculum design or serves as a content expert for clinician orientation and ongoing orientation.

Dates: March 1/April 5/May 17/July 12/September 6/November 1, 2019

[Link to registration](#)

### Regional Simulation Conference 2019: Collaborate, Create, Elevate

Save the date: September 27-28, 2019

Hosted by HealthPartners Clinical Simulation, St. Paul, MN

### Simulation Debriefing Basic Course

During this course, learners will demonstrate debriefing knowledge and skills by utilizing the "Debriefing with Good Judgment" approach during the facilitation of two simulation scenario debriefing sessions.

Dates: March 22/April 8/May 3/July 15/September 16/November 11, 2019

[Link to registration](#)



## Simulation Instructor Development: Basic Course

This one-day course will provide an introduction to simulation-based education. Topics covered include discussion of simulation terminology, planning a simulation course, writing scenarios, and debriefing.

April 8, 2019 and October 14, 2019

Rochester MN.

[Link to registration](#)

## Simulation Instructor Development: Comprehensive Course

This three-day multidisciplinary, interactive course will develop instructors for simulation-based education. Participants learn the principles of experiential learning including types of simulation, course design, and debriefing strategies.

June 5-7, 2019 Rochester, MN

Sept. 16-18, 2019 Rochester, MN

Feb.13-15, 2019 Phoenix, Arizona:

[Link to registration](#)

## Simulation Instructor Development: Debriefing — Beyond Basics

This advanced debriefing course will address the needs of simulation facilitators who are interested in improving their debriefing skills. Using a combination of interactive and immersive group work, this session will focus on enriching facilitation skills of the debriefers and provide an opportunity to reflect on their own practices for better educational outcomes.

April 2, 2019 Rochester, MN

[Link to registration](#)



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## National Conferences

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### 2019 Association of Standardized Patient Educators Annual Conference

The Association of Standardized Patient Educators (ASPE) Conference is designed to engage, showcase creative works, stimulate professional development, and provide on-going opportunities to network and collaborate.

June 8-11, 2019 Orlando, Florida, USA

[Link to Conference](#)



### HPSN World 2019

In 2019 we'll be looking for you to join us in Orlando and share your passion for healthcare education through simulation. No matter your background, no matter your experience, HPSN World never fails to inspire.

February 26-28, 2019 Orland Florida

[Link to conference](#)

The HPSN logo, consisting of the letters "HPSN" in a bold, black, sans-serif font, set against a light gray rectangular background.

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### IMSH 2019 Conference

Healthcare simulation professionals are change agents. They know that change is inevitable and guaranteed. Join your colleagues from all levels of expertise and from around the world to help POWER the future in healthcare through simulation. This is the largest U.S. Conference with typically 3500 attendees and 150+ vendors.

January 26-30, 2019 San Antonio, Texas

[Link to conference](#)





## International Nursing Association for Clinical Simulation and Learning (INACSL) 2019 Conference

This conference, a leading forum for simulation aficionados, researchers, and vendors providing the ideal environment to gain and disseminate current, state-of-the-art knowledge in the areas of skills/simulation operations and applications in an evidenced-based venue.

June 19-22, 2019 Phoenix, AZ

[Link to conference](#)

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## Learning to Use Debriefing for Meaningful Learning

Debriefing has been identified as an essential component of practice teaching for the development of clinical reasoning skills and to augment meaningful learning in students.

April 12-13, 2019 George Washington School of Nursing, Ashburn, VA

[Link to registration](#)

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## NLN/University of Central Florida Simulation Conference

From Simulation to Innovation and Beyond: To promote excellence in simulation education and engage with a culture where innovation and transformation are embraced. This is an interprofessional conference open to healthcare professionals and current as well as prospective students.

March 7-8, 2019 Orlando, Florida

[Link to registration](#)

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## 2019 Institute for Simulation Educators (ISE)

This three and a half day instructive and interactive forum is designed for faculty beginning work in simulation and searching for a solid foundation in simulation education.

March 17-21, 2019 Memphis, TN

[Link to registration](#)

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## SimGHOSTS USA 2019

The 2019 SimGHOSTS events will provide a meeting place for you to exchange ideas and network with technical peers as well as receive specialized training in the utilization of healthcare simulation technologies. You will also have opportunities to meet with simulation-based vendors to engage with the latest in healthcare education technology.

July 31– August 2nd, 2019 Miami, Florida

Pre-symposium July 30th

[Link to registration](#)

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## SimOps 2019

Society for Simulation In Healthcare

July 17-19, 2019, Norfolk, VA

[Link to conference](#)

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## Regional Simulation Workshop: Presented by ASPE, INACSL, and SSH

Regional Simulation Workshops on the guidelines of the NCSBN National Simulation Study

April 10, 2019, Arrowwood Resort and Conference Center, Alexandria, Minnesota

[Link to regional workshops](#)

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## SUN Simulation User Network

The Simulation User Network conferences offer best practices for simulation training programs across all healthcare disciplines.

April 24-26, 2019 at Uncasville, Connecticut

[Link to conference](#)



National League  
for Nursing



Simulation Regional Workshop



## MnSHEP Advisory Board Members

Thank you to all members of the MnSHEP Advisory Board. Your expertise and enthusiasm have been instrumental in guiding MnSHEP strategically in the past and into the future. The collective efforts of the MnSHEP Advisory Board promote simulation excellence and collaborative learning opportunities by providing evidence-based resources and support statewide for Minnesota simulation educators. Thank you for your work in this endeavor! Sue Field DNP, RN, CNE

<b>Advisory Board Members</b>			
<b>Community College Representatives</b>	<b>University Representatives</b>	<b>Clinical Partners Representatives</b>	<b>Other Agencies Representatives</b>
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Individuals with hearing or speech disabilities may contact us via their  
preferred Telecommunications Relay Service.

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**For questions or to submit news articles contact:**  
**[HFM\\_simulation@winona.edu](mailto:HFM_simulation@winona.edu)**