Simulation Governance Student Sub-Committee

Table of Contents

BACKGROUND: ......................................................................................................................... 2
SIMULATION IN EDUCATION .................................................................................................. 2
CURRENT STATE OF STUDENT UTILIZATION ...................................................................... 2
CURRENT STATE OF STUDENT FEEDBACK FOR SIMULATION-BASED ACTIVITIES .............. 2
SIMULATION GOVERNANCE STUDENT SUB-COMMITTEE OBJECTIVES .............. 2

METHODS: ............................................................................................................................... 3
MEASURES AND METRICS .................................................................................................... 3
SIMULATION GOVERNANCE STUDENT SUB-COMMITTEE ORGANIZATION .................. 4
Sub-Committee Membership ................................................................................................. 4
Simulation Representatives ................................................................................................. 4
Simulation Representatives Selection Process .................................................................... 5
Curriculum Vitae Review ..................................................................................................... 5
Points Schema for Curriculum Vitae Categories .................................................................. 5
Leadership and Advocacy experiences .............................................................................. 5
Scholarship (i.e., degrees, publications, awards, etc.) ......................................................... 6
Other unique experiences focused on education or simulation ........................................... 6
Letter of Interest Review .................................................................................................... 7
Interview Process ................................................................................................................. 7
Medical School Simulation Representatives ....................................................................... 8
Physician Assistant Simulation Representatives .................................................................. 8
Mandatory Meetings for Simulation Representatives .......................................................... 8
Mandatory Meetings for Medical School Simulation Representatives ............................. 8
Mandatory Meetings for Physician Assistant Simulation Representatives ..................... 8

Sub-Committee Leadership ................................................................................................. 9
Chair .................................................................................................................................. 9
Chair Responsibilities ......................................................................................................... 9
Chair Selection Process ...................................................................................................... 9
Vice-Chair ........................................................................................................................... 9
Vice-Chair Responsibilities ................................................................................................. 9
Vice-Chair Selection Process ............................................................................................. 10
Junior Chairs ..................................................................................................................... 10
Junior Chair Responsibilities ............................................................................................ 10
Junior Chair Selection Process ......................................................................................... 10

Sub-Committee Operations .................................................................................................. 11
Sub-Committee Monthly Meeting Agenda ......................................................................... 11
Background:
Simulation in Education
The use of simulation in the education and training of medical and health professionals has demonstrated the ability to improve patient care and patient. As such, simulation-based activities have been integrated into the curriculum of multiple schools and programs across our institution. Since its establishment in 2019, the University of Texas Southwestern Simulation Center (Simulation Center) has served as a primary hub for such simulation-based activities and resources.

Current State of Student Utilization
A review of student utilization of the Simulation Center was performed using the fiscal year 2021 (08/30/2020 – 7/31/2021) calendar. This analysis demonstrated student utilization of the Simulation Center primarily by medical students (of all three phases of education – pre-clerkship, clerkship, and post-clerkship), and physician assistant students (of all two phases of education – didactic and rotation). Students of the clinical nutrition program did participate in one activity held at the Simulation Center, however, it was uncertain if this activity was hosted by the Simulation Center was truly simulation-based. Simulation-based activities for medical students at the Simulation Center included activities embedded into the core medical education curriculum, as well as activities hosted by elective courses (e.g., clinical rotations in anesthesiology and emergency medicine) and extracurricular activities hosted by various student-interest group (SIGs).

Current State of Student Feedback for Simulation-based Activities
A review of existing methods for student feedback for simulation-based activities was performed using interviews with potential stakeholders and both faculty and student leadership at our institution. The analysis demonstrated multiple opportunities for feedback for students, however, the various methodologies and systems were not centralized and often did not communicate with one another. For medical students, opportunities for feedback included end-of-course surveys and direct reporting from student government leadership (i.e., Curriculum Representatives and Colleges Senators) to course directors and medical education leadership via monthly meetings. For physician assistant students, opportunities for feedback included end-of-course surveys and direct reporting from student leadership (i.e., President and Vice-President) to course directors and program leadership. The Simulation Center also elicited post-activity feedback via surveys. Until recently (Fall 2022), information from Simulation Center surveys were not shared with activity/course directors. Feedback from student interest groups hosting activities at the Simulation Center was often elicited internally amongst members of the organization via activity surveys or informal discussions.

Simulation Governance Student Sub-Committee Objectives
The objectives of the establishment of a Simulation Governance Student Sub-Committee include:
1. Enhance and centralize student feedback of simulation-based education at our institution to improve the acceptability of activities and guide future simulation opportunities and initiatives
2. Enhance student advocacy of simulation-based activities to increase the quantity and quality of simulation-based opportunities for students
3. Identify opportunities for improvement and student-driven simulation-based initiatives based on student feedback

Methods:

Measures and Metrics
To determine effectiveness of sub-committee establishment in achieving objectives, the following metrics were chosen:

1. Number of simulation-based topics on agendas for medical education leadership meetings (i.e., Medical Education Curriculum Committee meetings, Colleges Leadership meetings)
2. Number of student-led simulation-based topics on agendas for Simulation Governance Committee meetings
3. Number of Student Interest Group activities at Simulation Center
4. Net positive changes to outcomes of simulation center post-activity surveys
The Sub-Committee serves under the direction and guidance of the Simulation Governance Committee, led by Dr. Daniel Scott and Dr. Krystle Campbell. As the Sub-Committee identifies opportunities for improvement and develops simulation-based initiatives, Sub-Committee Leadership can form taskforces and appoint taskforce leaders for increased organization and focused workflow.

Sub-Committee Membership

Simulation Representatives

The Sub-Committee consists of one-to-two representatives from each year of the educational curriculum for both the medical school and the physician assistant program. Each of these Simulation Representatives serves on the respective student leadership for their program/school (i.e., Medical School Student Government and Physician Assistant Student Leadership). Simulation Representatives will serve for the entirety of the curriculum phase during which they were selected (i.e., MD Pre-Clerkship, MD Clerkship, MD Post-Clerkship, PA Didactic, PA Rotation). As utilization of the Simulation Center expands to other programs/schools, representatives from such programs/schools will be allowed to serve on the Sub-Committee as Simulation Representatives for their respective year and program, with the
expectation that they will also serve on their program’s student leadership and the length of term reflect the various phases of the program’s educational curriculum.

**Simulation Representatives Selection Process**

All Simulation Representatives will undergo an application and interview process with Simulation Center Leadership and Sub-Committee Leadership, similar to the current processes for DIA and OSR representatives for the Medical School Student Government. The application will consist of the submission of a Curriculum Vitae and Letter of Interest, both consisting of specific desired information. The Curriculum Vitae and Letter of Interest will be reviewed by the Sub-Committee Chairs and Vice-Chairs, and evaluated using a point schema. The three-to-four candidates with the most summed points will undergo a set of interviews with the Sub-Committee Chairs, Sub-Committee Vice Chairs, and Simulation Center Leadership.

The timing of the selection process will vary based on representatives’ program and phase of education. The timing of the selection process should mirror the timing for the election processes of the student leadership for each program. Deviations from this schedule for special selection processes will be allowed if a position is abdicated.

**Curriculum Vitae Review**

All candidates must submit a curriculum vitae (CV) that includes, but is not limited to, the following categories: leadership and advocacy experiences, scholarship (i.e., publications, projects, etc.), and other unique engagements focused on education or simulation. The CV is meant to generally answer the questions, “What have you done outside of class work that demonstrates a dedication to education or simulation?” Candidates should be as specific as possible in noting their activities and should provide a brief description, the number of hours involved, and the duration of involvement. For each activity candidates will be asked to provide a contact person. The more engagement and excellence a candidate demonstrates through their CV, the more points the candidate will receive, within the scope of the point schema of each category.

The CV of each candidate will be evaluated by the current Sub-Committee Chairs and Vice-Chairs, independently. Each item on the CV will be assigned a point value based on the point schema for each category. Points assigned for each activity by each Sub-Committee leader will be jointly reviewed and averaged to determine a final point value for each activity for each candidate, unless any major concerns or discrepancies are identified during the joint review.

The summed value of points of the CV Review will be utilized in combination with the scored Letter of Interest in the determination of the top three-to-four candidates who will undergo the interview process.

**Points Schema for Curriculum Vitae Categories**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 5      | - Education-based degree (PhD, Masters, Minor, Certificate)  
         - Year-long education research program |
| 4      | - First or second author of a published, peer-reviewed original research article, review, or abstract  
         - Summer education research program  
         - Paid grant or award for education-focused opportunity |
| 3      | - First or second author of a published, non-peer-reviewed original research article, review, abstract or commentary  
         - Oral presentation at international or national meeting  
         - National award for education-focused performance  
         - Paid grant or award for non-education-focused opportunity |
| 2      | - Oral presentation at state or local meeting  
         - Poster presentation at international or national meeting  
         - Authorship besides first/second author of any published original research article, review, abstract, or commentary  
         - State award for education-focused performance |
| 1      | - Poster presentation at state or local meeting  
         - Local award for education-focused performance |

**Scholarship (i.e., degrees, publications, awards, etc.)**

- Education-based degree (PhD, Masters, Minor, Certificate)
- Year-long education research program
- First or second author of a published, peer-reviewed original research article, review, or abstract
- Summer education research program
- Paid grant or award for education-focused opportunity
- First or second author of a published, non-peer-reviewed original research article, review, abstract or commentary
- Oral presentation at international or national meeting
- National award for education-focused performance
- Paid grant or award for non-education-focused opportunity
- Oral presentation at state or local meeting
- Poster presentation at international or national meeting
- Authorship besides first/second author of any published original research article, review, abstract, or commentary
- State award for education-focused performance
- Poster presentation at state or local meeting
- Local award for education-focused performance

**Other unique experiences focused on education or simulation**

Additional points for engagements not specified in other category point schema can be granted by CV reviewers. Each reviewer will independently assign a point value between one and five for each unique engagement based on the perceived value of the experience. Scores assigned for each experience by each Sub-Committee leader will be jointly reviewed and averaged to
determine a final point value for each engagement for each candidate, unless any major concerns or discrepancies are identified during the joint review.

**Letter of Interest Review**
All candidates must submit a 500-word maximum letter of interest that highlights their interest in the Simulation Representative position, including, but not limited, to describing their enthusiasm and passion for education and simulation, as well as their vision for enhancing simulation advocacy through the position. The letter of interest of each candidate will be reviewed by the current Sub-Committee Chairs and Vice-Chairs. The candidates will be ranked by the Chairs and Vice-Chairs independently based on their compared enthusiasm and passion for education. Based on the assigned ranks, candidate will receive points, such that the lowest ranking candidate receives one-point, and each subsequent candidate receives an additional point to the rank of the candidate below them (i.e., lowest ranked candidate receives 1 point, second lowest ranked candidate receives 2 points, third lowest ranking candidate receives 3 points, etc.).

Rankings assigned by each Sub-Committee leader will be jointly reviewed and averaged to determine a final point value for each candidate, unless any major concerns or discrepancies are identified during the joint review.

The points for the Letter of Interest ranking will be utilized in combination with the points from the CV Review in the determination of the top three-to-four candidates who will undergo the interview process.

**Interview Process**
The top three-to-four scoring candidates based on the CV and Letter of Interest Review will undergo a structured panel interview with the Sub-Committee Chairs, Sub-Committee Vice Chairs, and Simulation Center Leadership. The candidate’s CV and Letter of Interest will be provided to the interviewers prior to the interview. During the interview, each interview will be allowed to ask at least 1 question to the interviewee.

Following the panel interview, each interviewer will rank each candidate. Based on the assigned ranks, candidates will receive points, such that the lowest ranking candidate receives one-point, and each subsequent candidate receives an additional point to the rank of the candidate below them (i.e., lowest ranked candidate receives 1 point, second lowest ranked candidate receives 2 points, third lowest ranking candidate receives 3 points, etc.).

Interviewers will subsequently jointly review their rankings, and any major concerns or discrepancies identified during the joint review will be discussed and rectified. The two candidates with the highest summed points will be selected as Simulation Representatives. However, for a candidate to be chosen, the candidate must be within the top two ranking positions for each interviewer.
Medical School Simulation Representatives
For Simulation Representatives of the pre-clerkship phase, students will apply, be interviewed, and be selected between August and September of their first year of medical school (MS1). These pre-clerkship students will serve as Simulation Representatives for the entirety of their pre-clerkship phase.

For Simulation Representatives of the clerkship phase, students will apply, be interviewed, and be selected between November and December of their second year of medical school (MS2). These pre-clerkship students will serve as Simulation Representatives for the entirety of their Clerkship phase and will remain as representatives for the post-clerkship phase.

Physician Assistant Simulation Representatives
Further information regarding current state of Student Leadership selection processes for the Physician Assistant Program is required for allow for more detailed decisions regarding the timing of Physician Assistant Simulation Representative selection processes.

Mandatory Meetings for Simulation Representatives
At least 1 Simulation Representative per school/program per year must attend each of the below meetings. Ideally, both representatives per school/program per year will attend the monthly Simulation Sub-Committee meeting. Each pair of representatives per school/program per year will be responsible for determining which representative will attend which meeting.

Mandatory Meetings for Medical School Simulation Representatives
Meetings for Medical School Simulation Representatives include:
1. Student Government meeting – occurs monthly
2. Medical Education Curriculum (MEC) Committee and/or Sub-Committee meetings - occurs monthly on the fourth Monday of each month
3. Pre-Clerkship Meetings - occurs monthly on the first Tuesday of each month
4. End-of-Course Meetings – occurs variably
5. Colleges Meeting – occurs monthly
6. Simulation Sub-Committee meeting – occurs monthly

Mandatory Meetings for Physician Assistant Simulation Representatives
Meetings for Physician Assistant Simulation Representatives include:
1. Student Leadership meeting – occurs monthly
2. Simulation Sub-Committee meeting – occurs monthly
3. Further discussion with Physician Assistant Student Leadership is required to determine other opportunities for discussion regarding simulation-based education (e.g., relevant curriculum/educational leadership meetings)
Sub-Committee Leadership

Chair
The Chairs lead the Sub-Committee and are the direct contact between the Simulation Governance Committee Leadership and the Sub-Committee. The Chairs report to the Simulation Governance Committee via Dr. Daniel Scott and Dr. Krystle Campbell. The Chairs must be a Medical School Simulation Representative in the post-clerkship phase.

Chair Responsibilities
In addition to their responsibilities as a Simulation Representative, the Chairs are responsible for scheduling and leading the monthly Sub-Committee meetings during the first week of each month. In collaboration with other Sub-Committee Leadership, the Chairs must ensure all feedback is completed by the Simulation Representatives prior to the monthly meetings and review the feedback gathered for common themes, opportunities for improvement, and potential new initiatives. The Chairs must attend the monthly Simulation Governance Committee Meetings (the 3rd Friday of each month) or coordinate with other Sub-Committee Leadership to ensure one member is available to attend and present the analyzed feedback to the Simulation Governance Committee. In collaboration with other Sub-Committee Leadership, the Chairs must also ensure that metrics and measures are being actively tracked, updated, and provided to the Simulation Governance Committee leadership. The Chairs will also aid in the selection of the Junior Chairs and Vice-Chairs. The Chairs must also assume the responsibilities of the Vice-Chairs when unavailable.

Chair Selection Process
The Chairs will be selected by Simulation Center Leadership and Sub-Committee Leadership in March-April annually. The Vice-Chairs will matriculate to the Chairs unless otherwise chosen by Simulation Center Leadership and Sub-Committee Leadership or the opportunity is abdicated.

Vice-Chair
The Vice-Chairs will report to the Chair and the Simulation Governance Committee Leadership via Dr. Daniel Scott and Dr. Krystle Campbell. The Vice-Chairs must be a Medical School Simulation Representative in the Clerkship phase.

Vice-Chair Responsibilities
In addition to their responsibilities as a Simulation Representative, the Vice-Chairs are responsible for creating and updating the monthly Sub-Committee meeting agenda and minutes. The Vice-Chairs will access the Simulation Center Calendar of Activities to determine activities of focus for each monthly meeting. The Vice-Chairs must inform each Representative of the activities of their respective cohort for elicitation of feedback. The Vice-Chairs will list the activities for the upcoming month on the Sub-Committee meeting agenda and distribute the agenda to the Representatives. In collaboration with other Sub-Committee Leadership, the Vice-Chairs must ensure all feedback is completed by the Simulation Representatives prior to the monthly meetings and review the feedback gathered for common themes, opportunities for improvement, and potential new initiatives. The Vice-Chairs will assume the responsibilities
of the Chairs when unavailable. In collaboration with other Sub-Committee Leadership, the 
Vice-Chairs must also ensure that metrics and measures are being actively tracked, updated, 
and provided to the Simulation Governance Committee leadership. The Vice-Chairs will also aid 
in the selection of the Junior Chairs and Chairs.

**Vice-Chair Selection Process**
The Vice-Chairs will be selected by Simulation Center Leadership and Sub-Committee 
Leadership in January-February annually. The Junior Chairs will matriculate to the Vice-Chairs 
unless otherwise chosen by Simulation Center Leadership and Sub-Committee Leadership or 
the opportunity is abdicated.

**Junior Chairs**
The Junior Chairs will report to the Vice-Chair and Chair of the Sub-Committee. The Junior 
Chairs must be a Medical School Simulation Representative in the Pre-Clerkship phase.

**Junior Chair Responsibilities**
In addition to their responsibilities as a Simulation Representative, the focus of the Junior Chair 
position is to provide opportunities for peer-to-peer mentorship and faculty-to-student 
mentorship to individuals interest in simulation-based education. The Junior Chair position will 
prepare students for future leadership positions within the Sub-Committee. The Junior Chair 
will be responsible for assuming the responsibilities of the Chair and Vice-Chair when 
available, especially from May-August during more clinically demanding time periods. In 
collaboration with other Sub-Committee Leadership, the Junior Chair must ensure all feedback 
is completed by the Simulation Representatives prior to the monthly meetings and review the 
feedback gathered for common themes, opportunities for improvement, and potential new 
initiatives. In collaboration with other Sub-Committee Leadership, the Junior Chair must also 
ensure that metrics and measures are being actively tracked, updated, and provided to the 
Simulation Governance Committee leadership. The Junior Chairs will also aid in the selection of 
the Vice-Chairs and Chairs.

**Junior Chair Selection Process**
One-to-two Junior Chairs will be selected by Simulation Center Leadership and Sub-Committee 
Leadership in February-March annually.
Sub-Committee Monthly Meeting Agenda

The monthly agenda will contain the following items:

1. Prior Simulation Governance Committee discussion topics – The Sub-Committee Leadership member who attended the prior month’s Simulation Governance Committee meeting will provide summarized update of Sub-Committee related discussion topics from the previous meeting.

2. Past month’s activities with Simulation Representative feedback – Simulation Representatives will be responsible for eliciting and recording feedback for simulation-based activities over the course of the month in the meeting agenda. The assigned activities for each Representative will be assigned by the Vice-Chairs monthly based on the cohort who participated in the activity. All feedback should be summarized prior to the monthly Sub-Committee meeting.

3. Common themes/Opportunities for Improvement/Future Initiatives/Other Items – Based on the Sub-Committee’s review of the monthly feedback, the Representatives will
identify opportunities for improvement and common themes. Sub-Committee Leadership will summarize the discussion and provide a summary to the Simulation Governance Committee at the upcoming meeting.

4. Upcoming activities – The Vice-Chairs will access the Simulation Center Calendar of Activities and identify upcoming activities for the next month and determine which Representatives must elicit and record feedback for the identified activities prior to the next month’s Sub-Committee Meeting.

A template of the monthly agenda is included below:

<table>
<thead>
<tr>
<th>Simulation Governance Student Sub-Committee – Monthly Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Date of Prior Meeting) to (Date of Current Meeting)</td>
</tr>
</tbody>
</table>

**Attendees:**
1. LIST ATTENDEES OF THE MEETING

**Simulation Governance Committee Discussions:**
1. ***

**Simulation Representative Feedback:**
1. Simulation Activity – Simulation Representative Assigned
   a. Collected Feedback

**Common Themes and Opportunities for Improvement:**
1. ***

**Other Discussion Topics:**
1. ***

**Future Simulation Activities:**
1. Simulation Activity – Simulation Representative Assigned