

Supplemental Digital Appendix 1

Questionnaire Used in Survey of Simulation Fellowship Program Directors, September 2014 – September 2015

(Please note the actual survey used skip logic, and the formatting of the survey did not translate to a static document perfectly.)

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Demographics

This first page of questions are related to the general organization of your simulation fellowship program(s).

* 1. What is the name of your simulation program/center?

* 2. In what year (yyyy) did you enroll your first simulation fellow?

* 3. Which of the following best describes your program type, institutional setting, affiliation, and/or sponsor? (Select one)

- ☐ Medical School Based
- ☐ Nursing School Based
- ☐ Allied Health Professional School Based
- ☐ Hospital Based
- ☐ Other (please specify)

* 4. Is your simulation program/center accredited?

- ☐ Yes
- ☐ No

- * 5. What governing body has accredited your program? (i.e. Society for Simulation in Healthcare, Royal College of Physicians and Surgeons, etc.)**

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- * 6. What is the length of your program?**

- ☐ Less than 6 months
- ☐ 6 months or more but less than 1 year
- ☐ 1 year or more but less than 2 years
- ☐ 2 years or more
- ☐ Other (please specify)

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- * 7. How many fellows start your program each year? (Fill in number)**

- * 8. How many fellows have completed your training program since the program was started? (Fill in number)**

*** 9. What are the training backgrounds of your fellows? (Select all that apply)**

- ☐ Physician: Medical School Graduate Only
- ☐ Physician: Residency Graduate
- ☐ Nurse
- ☐ Non-Clinical Educator
- ☐ Other (please specify)

*** 10. Do you consider your fellow(s):**

- ☐ Full-Time (average >32-40 hours/week or 80-100%)
- ☐ Part-Time (average < 32 hours/week or < 80%)

Other (please specify if they are considered another employment status or a combination of the above statuses)

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Clinical Affiliation(s)

*** 11. Are some/all of your fellows affiliated with a clinical training program? (i.e. they are concurrently training in another clinical specialty)**

- ☐ Yes
- ☐ No

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12. Which residency/fellowship program(s) have sponsored your simulation fellowship program? (Select all that apply)

- ☐ Anesthesia
- ☐ Critical Care
- ☐ Emergency Medicine
- ☐ Family Medicine
- ☐ General Surgery
- ☐ Internal Medicine
- ☐ Obstetrics & Gynecology
- ☐ Pediatrics
- ☐ Other (please specify)

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*** 13. How many hours per week (on average) does your fellow(s) spend performing clinical duties?**

- ☐ 0 Hours
- ☐ More than 0 hours but less than 8 hours
- ☐ 8 hours to less than 12 hours
- ☐ 12 hours to less than 20 hours
- ☐ 20 hours to less than 24 hours
- ☐ 24 hours or more

*** 14. At what level do they perform these clinical duties? (Select all that apply)**

- ☐ Attending/consultant
- ☐ Nurse practitioner
- ☐ Nurse
- ☐ Fellow
- ☐ Resident
- ☐ Not Applicable

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Training Resources & Methods

*** 15. Which of the following simulation resources does your program have access to? (Select all that apply)**

- ☐ Simulation facility space
- ☐ Standardized Patients
- ☐ Human Patient Simulators
- ☐ Part-Task Trainers/Simulators
- ☐ Virtual Reality Simulators
- ☐ Computerized Simulation Technologies
- ☐ Simulation Audio-Visuals
- ☐ Learning Management Systems
- ☐ Data Management Systems related to research
- ☐ None
- ☐ Other (please specify)

*** 16. What instructional methodologies are used in your fellowship program? (Select all that apply)**

- ☐ Onsite Didactics/Lecture series
- ☐ Experiential learning
- ☐ Informal simulation lab teaching
- ☐ Web-based Learning Mentorship
- ☐ Elective opportunities at other simulation centers/labs
- ☐ Attendance at simulation conferences
- ☐ Participation in instructor training courses as a learner
- ☐ Participation in instructor training courses as an instructor
- ☐ Regional lectures
- ☐ National lectures International
- ☐ lectures Hands on presentations
- ☐ Journal Club
- ☐ Research
- ☐ None
- ☐ Other (please specify)

17. On average, how many hours of training does your program provide for its trainees during the course of a week (excluding clinical service)?

- ☐ Less than 10 hours
- ☐ 10-19 hours
- ☐ 20-29 hours
- ☐ 30-39 hours
- ☐ 40 hours or more

*** 18. How many simulation sessions/events do your fellows perform over a 1-month period? (A simulation/session/event is defined as a period of time devoted to a simulation-based activity, which is then discussed during a debriefing.)**

- ☐ Less than 10 sessions
- ☐ 10-49 sessions
- ☐ 50-99 sessions
- ☐ 100 sessions or more
- ☐ Do not know

*** 19. Please indicate approximately what % of the fellowship is spent in each of the following activities over the course of the fellowship:**

Learning in classes or courses	<input type="text"/>
Independent studying or reading	<input type="text"/>
Developing simulation education curricula	<input type="text"/>
Doing research in and/or with simulation	<input type="text"/>
Simulation training as a learner	<input type="text"/>
Simulation training as an instructor	<input type="text"/>
Using simulation for assessment and/or evaluation	<input type="text"/>
Attending administrative meetings/duties	<input type="text"/>
Teaching undergraduate healthcare education (other modalities/not simulation)	<input type="text"/>
Teaching graduate healthcare education (other modalities/not simulation)	<input type="text"/>
Teaching continuing medical education (other modalities/not simulation)	<input type="text"/>

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Educational Objectives & Expected Outcomes

* 20. Which of the following core objectives does your program cover? (Select all that apply)

- ☐ Professional Values & Capabilities (i.e. Leadership, Advocacy)
- ☐ Educational Principles, Practice & Methodology in Simulation
- ☐ Implementation, Assessment and Management of Simulation-based Educational Activities
- ☐ Scholarship

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* 21. Please indicate how important the following educational outcomes are to a successful simulation fellowship program?

By the end of the simulation fellowship program, the fellow(s) are able to:

	Extremely Unimportant	Unimportant	Neither Important or Unimportant	Important	Extremely Important
Demonstrate leadership capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for simulation in healthcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate awareness of diversity issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the relationship between learner engagement and the learning & assessment environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the legal implications of simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the ethical implications of simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand regulatory requirements (e.g., student confidentiality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Unimportant	Unimportant	Neither Important or Unimportant	Important	Extremely Important
Understand principles of simulation (e.g., taxonomies, learning theories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand theories of sim (e.g., experiential learning, reflection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate sim into a curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand theories of feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand theories of debriefing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand various modalities of simulation (manikins, SPs, virtual reality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand variety of content areas simulation can be applied to (basic science, CRM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the impact of location on simulation (in-situ, center-based, mobile)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the scope of simulation applications (individual, teams, systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand when to use simulation-based training (advantages, limitations, risks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operate or direct the operation of simulation resources (money, people, space)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize resources effectively and efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Realism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Validity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Unimportant	Unimportant	Neither Important or Unimportant	Important	Extremely Important
Understand the concept of Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Learner-centered education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Interprofessional education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Human factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of Patient Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* 22. Please indicate how important the following educational outcomes are to a successful simulation fellowship program?

By the end of the simulation fellowship program, the fellow(s) should be able to:

	Extremely Unimportant	Unimportant	Neither Important nor Unimportant	Important	Extremely Important
Perform needs assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create measurable learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select evaluation type (formative vs. summative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select evaluation methods (debriefing, feedback)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select & implement evaluation tools (instruments, metrics, checklists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Unimportant	Unimportant	Neither Important nor Unimportant	Important	Extremely Important
Design simulation activity (course, class, session)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select simulation technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify resources (content experts, location, technicians)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize simulation team (recruit, orient, train)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare materials for learners and simulation team (instruction, equipment, environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct pilot activity for new simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct briefing/orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct learner evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self, Peer, Learner Evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify simulation activities in response to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand basic operational principles associated with simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the role of qualitative & quantitative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Additional Training

* 23. Is your fellowship program combined with a certificate and/or advanced degree program?

☐ Yes

☐ No

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24. Are these programs mandatory or optional?

☐ Mandatory

☐ Optional

* 25. What additional programs are available to your fellow(s)? (Select all that apply)

☐ Health Professions Education Certificate

☐ Simulation Instructor Certificate

☐ Master of Education (M.Ed)

☐ Health Sciences Master (MHSc)

☐ Master of Science in Health Professions (MEHP)

☐ Master of Science in Health Care (M.S.)

☐ PHD in Ed

☐ Other (please specify)

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Funding

*** 26. Who provides funding for each fellow during their time in your fellowship?**

- ☐ Grant
- ☐ University
- ☐ Hospital
- ☐ Department
- ☐ Simulation Center
- ☐ The Individual Fellow
- ☐ Other (please specify)

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Funding

27. Who is providing the grant?

*** 28. What is the average annual salary/compensation of your fellows? (Answers are in American dollars; alternatively, you MAY fill in the amount using your currency under "other")**

- ☐ <\$50,000 per year
- ☐ \$50,000 - \$59,999 per year
- ☐ \$60,000 - \$69,999 per year
- ☐ \$70,000 - \$79,999 per year
- ☐ \$80,000 or more per year

Other (please specify)

29. How much money does a fellow pay in tuition (on average) each year?

- ☐ \$0 per year
- ☐ \$1 - \$5,000 per year
- ☐ \$5,000 - \$9,999 per year
- ☐ \$10,000 - \$14,999 per year
- ☐ \$15,000 - \$19,999 per year
- ☐ More than \$ 20,000 per year

Other (please specify)

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*** 30. What types of additional funding/benefits does the program provide your fellows? (Select all that apply)**

- ☐ CME/CEU/CNU funding
- ☐ Faculty Development Workshops/Courses
- ☐ Professional memberships
- ☐ Funding for regional conferences/lectures
- ☐ Funding for national conferences/lectures
- ☐ Funding for international conferences/lectures
- ☐ Advanced degree stipend
- ☐ None
- ☐ Other (please specify)

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*** 31. Is there dedicated funding for your fellowship director position?**

☐ Yes

☐ No

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*** 32. Who is providing that funding?**

☐ Grant

☐ University

☐ Hospital

☐ Department

☐ Simulation Center

☐ Other (please specify)

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*** 33. What is the source of the grant for your fellowship director's position?**

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Program Administration and Support

Personal information will not be published in any way, and will only be used by the researchers for follow up as necessary.

34. Please fill out the following information about your program director:

Name

Title

Telephone

Email

*** 35. What is the professional background of the Fellowship Director? (Select all that apply)**

☐

Physician

☐

Nurse

☐

Non-clinical educator

☐

Other (please specify)

*** 36. What is your Fellowship Director's prior simulation training? (Choose all that apply)**

☐

None

☐

Simulation fellowship

☐

Simulation certificate from a non-fellowship program

☐

Education Certificate

☐

M.Ed or equivalent

☐

Other (please specify)

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*** 37. How many faculty members support your fellowship program? (i.e. Faculty involved in the training, assessment and/or evaluation of your fellow(s)) (Fill in number)**

*** 38. How many of those faculty members have (any) formal training in simulation? (Fill in number)**

*** 39. What type of prior simulation training do those faculty members have? (Select all that apply)**

- ☐ Simulation fellowship
- ☐ Simulation certificate from a non-fellowship program (e.g. simulation course)
- ☐ Local workshops
- ☐ National course(s)
- ☐ None
- ☐ Other (please specify)

40. How many of those faculty members are: (Fill in number)

Full-Time (average >32-40
hours/week or 80-100%)

Part-Time (average < 32
hours/week or < 80%)

Other

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Program Evaluation

Please indicate your level of agreement with the following statements regarding your simulation fellowship program?

*** 41. Which do you consider barriers to your program?**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Lack of institutional interest/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of guidance/standardization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of dedicated/trained sim educators/experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited resources (sim space, equipment, etc.),	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of evaluation tools for fellows/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 42. Which would make a positive impact on your program?**

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
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Presence of a formal, structured sim curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An increase in didactic hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required no. of simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having faculty with simulation training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More faculty using simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time for simulation lectures/cases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty development sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 43. What are your program's biggest accomplishments?

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Recommendations

44. Do you think there should be standardized simulation fellowship guidelines?

☐ **Yes**

☐ **No**

If you select no, please explain here

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45. At what level should these guidelines be standardized?

☐ **National**

☐ **International**

☐ **Other (please specify)**

*** 46. The following fellowship guidelines should be standardized:**

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly Agree
Applicant Qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Director Qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellowship Duty Hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellowship Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment & Evaluation of Fellows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment & Evaluation of Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National and/or International Sim Memberships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 47. Who should be the governing body for such guidelines?**

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*** 48. What would you recommend as best practices for simulation fellowship training?**

*** 49. Should there be a board certification in simulation education?**

☐ Yes

☐ No

Please explain your response below

*** 50. Should fellowships be standardized within specialties and/or across specialties?**

☐ Yes

☐ No

Please explain your response below

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End of Survey

Thank you for taking the time to completing our survey.

If you have any questions about the survey, or would like to give feedback to the survey team please contact natalbr@njms.rutgers.edu.