Driving simulation excellence through equity: A program-level framework

Small Group Worksheet

Scenario and Curriculum

Questions from UHT Framework

- Who is the scenario or curriculum representing? Is the current portrayal of patients in this curriculum and/or our program over- or underrepresented?
- Does the scenario stereotype or reinforce individual/deficit-based thinking?
- How has the community of those being represented been engaged in designing the scenarios/curriculum?

Notes

SP/EP/Actors

Questions from UHT Framework

- Are we asking individuals to portray identities or lived experiences they do not hold?
- Could we, or should we, use technology (vs. an SP) to represent a particular group or community?
- Have we considered what fair compensation and support for SPs' time and expertise would be?
- Have we created opportunities for SPs to contribute to learning, e.g. participating in debriefs?

Notes

Facilitation/Debriefing/Psychological Safety

Questions from UHT Framework

- Are we creating curriculum and debriefing sessions that acknowledge that learner responses are shaped by lived experience and positionality
- What steps are we taking to actively avoid placing the burden of explanation or education on learners from marginalized groups?
- What steps are established for us and faculty when we/they recognize and respond to microaggressions, biased language, or oppressive dynamics in real time? See below
- What team and faculty development in debriefing practice is required to support the critique of systems, hierarchies, and institutional norms?

Notes

Facilitation/Debriefing/Psychological Safety

Questions from UHT Framework

- How does our current equipment/technology reflect diversity in skin tone, body type, age, and ability? What communities are over-represented? What communities are underrepresented and should be prioritized when purchasing new equipment?
- How are we building a community of practice (within our program and beyond) that acknowledges our current technological limitations, and calls in staff and faculty to advocate for change?
- How are we engaging vendors around inclusive design and transparency?

Notes

Program Partnership Prioritization and Resource Allocation

Questions from UHT Framework

- What partnerships are best aligned with our equity processes and aims?
- When do we consider and potentially decline engaging in ‘one-off’ simulations disconnected from broader institutional commitment or follow-through?
- How do we advocate within Unity Health Toronto and beyond to recognize simulation as a tool to address system harm, moral distress, and inequitable care processes, i.e. beyond technical skills?
- How will we know that this partnership is creating a lasting impact on the marginalized communities whom we serve, and combat systemic and institutionalized harms while assisting our staff in better understanding their needs?

Notes