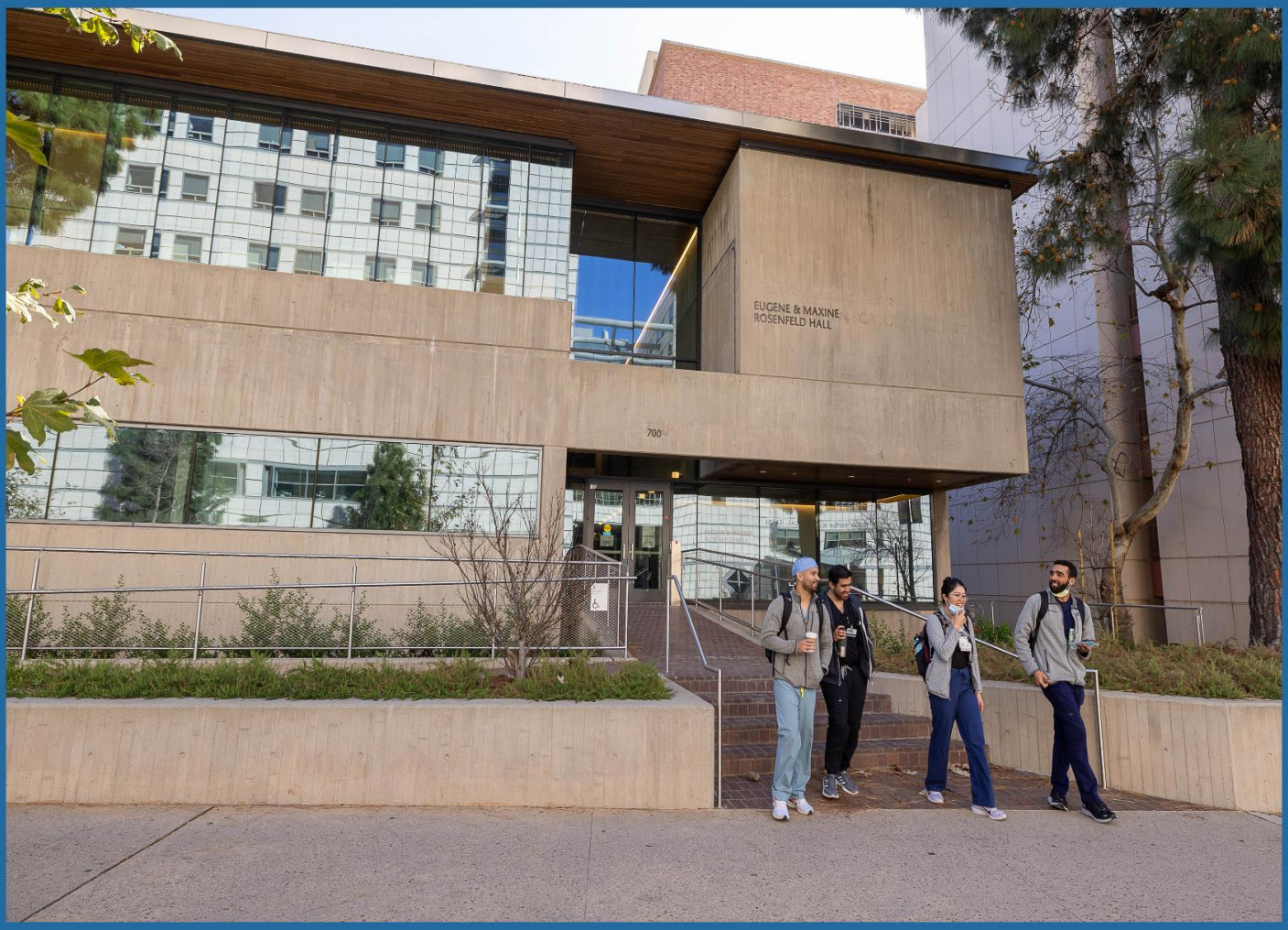

ANNUAL REPORT

UCLA Simulation Center

2024 - 2025

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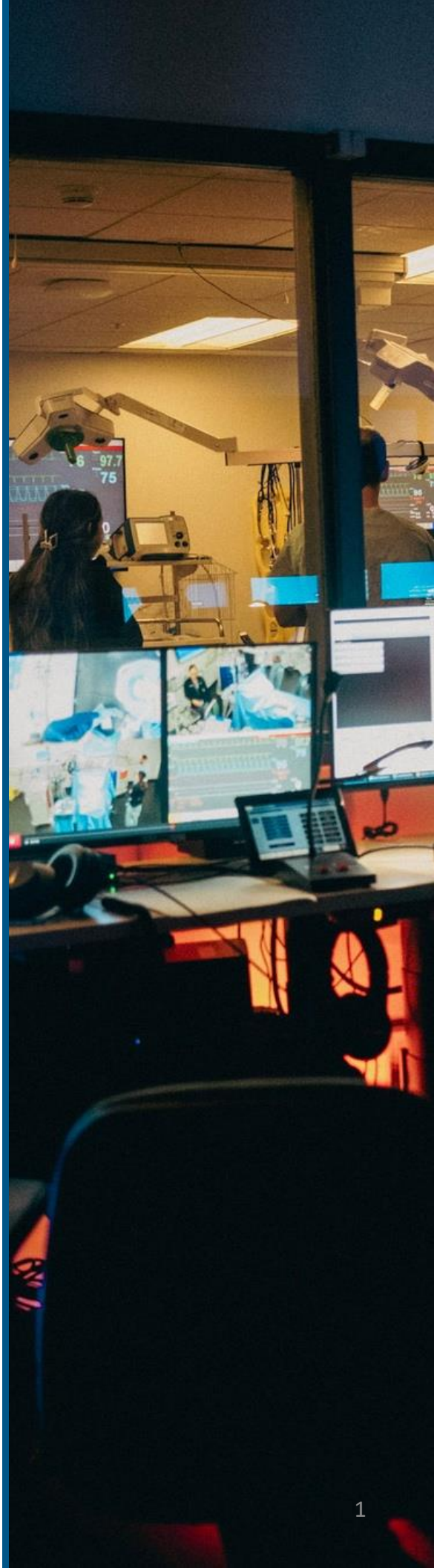


Message from the Directors

Cecilia Canales, MD, MPH, MSc
Medical Director

Yue-Ming Huang, EdD, MHS, FSSH
Executive Director

Dear Colleagues and Friends,

Having wrapped up 2025 and begun a new year, we want to express our heartfelt gratitude and share with you our inaugural Sim Center Annual Report. This report provides stories of recent celebrations as well as highlights from the past academic year, a walk down memory lane into the evolution of healthcare simulation at UCLA, and a vision of hope for the year ahead.

The past five years have been marked by a period of extraordinary challenges, innovation, and transformation for the UCLA Simulation Center. We are incredibly proud of our team's resilience and creativity, and the many accomplishments that underscore our Center's expanding role as a leader in experiential learning, faculty development, and translational simulation across UCLA Health and beyond.

After navigating simulation training during the COVID-19 pandemic and having to conduct simulations in a temporary space without our usual resources for three years while our building was under construction, we were thrilled to return to the beautifully renovated Rosenfeld Hall. Over the last two years, we have worked diligently to reestablish programs that were paused due to the pandemic and space constraints. With a full team once again, our clinical training programs continue to grow in scale and impact, supporting thousands of learners across medicine, nursing, dentistry, and allied health. Notable achievements include the addition of new simulation programs to the DGSOM HEALS curriculum, the expansion of POCUS training and outreach programs, and increased interprofessional team training. We are deeply grateful to the many faculty members and clinical educators who partnered with us to design immersive learning experiences for our trainees and practitioners.

Innovation remains central to our mission. This year, we explored innovative learning platforms by piloting novel AI technologies and tools, creating scenarios designed to strengthen communication skills, feedback, and debriefing practices. Our team also collaborated closely with UCLA Health leaders to integrate simulation into quality, safety, and systems improvement efforts, helping identify latent safety threats, improve clinical workflows, and enhance readiness for high-stakes events.

This year also marked exciting growth in research and scholarship. Our faculty and trainees presented nationally recognized work in simulation-based education, debriefing science, communication training, and artificial intelligence. We are proud that multiple peer-reviewed publications, invited presentations, and national awards emerged from projects incubated right here at UCLA.

Above all, our work remains grounded in service to our learners, faculty partners, and the patients and families who benefit from safer, more humane, and more effective care.

None of these accomplishments would be possible without the dedication and creativity of our exceptional staff, faculty champions, collaborators, and supporters. We are grateful to our educators who give their time and expertise to teach in the Sim Center and to create valuable learning experiences for all who come through our doors. We are proud to work with our education partners from the Dean's Office, who along with our amazing simulation team, continue to provide excellent quality education and support to our training programs.

We extend our deepest thanks to our donors and educator partners, whose commitment to simulation training enables us to advance cutting-edge educational and patient safety initiatives.

Looking ahead, we are energized by new opportunities: leveraging AI tools to expand deliberate practice opportunities for student learning and faculty development, continuing to grow interprofessional team training, and innovating through educational research. Together, we are shaping the next generation of healthcare professionals.

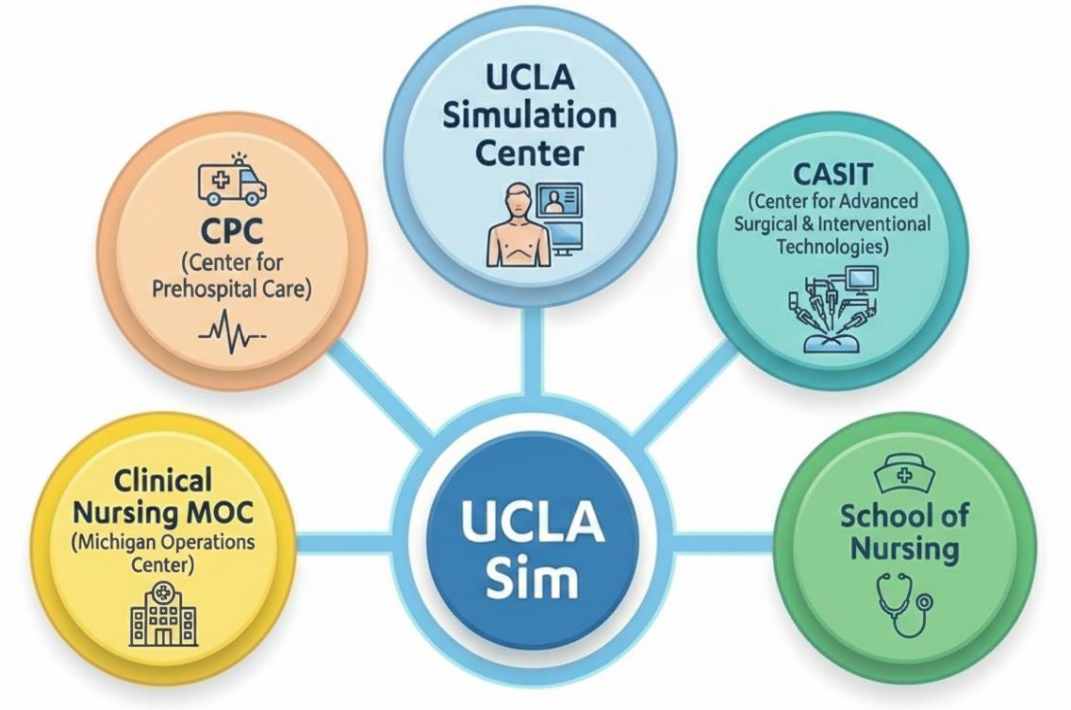
Thank you for joining us on this journey. We look forward to another year of discovery, collaboration, and excellence.

Ceci and Yue-Ming

Happy New year from the Sim Center Team!

Welcome to our three new simulation specialists Ina, Sloan and CJ!

SIMULATION AT UCLA



Healthcare simulation training at UCLA is comprised of a network of five simulation groups and facilities that collaborate and share resources via the Simulation Steering Committee which aligns hospital departments, health science schools, and interprofessional training needs.

MISSION, VISION, VALUES

MISSION

Our mission is to leverage simulation, teamwork, technology, research, and best practices to improve patient outcomes and healthcare education.

VISION

Our vision is to create a safer, kinder and more equitable health system through simulation-based learning experiences.

VALUES

Our values are aligned with UCLA Health's core values and the DGSOM Cultural North Star:
Do what's right. Make things better. Be kind.

2024-2025 BY THE NUMBERS

1,400
Total Simulations

33,802
Learner Encounters (Tech Based)

119,698
Hours of Training

16,595
Learner Encounters (SP Based)

200+
Faculty Partners

95%
Student Satisfaction

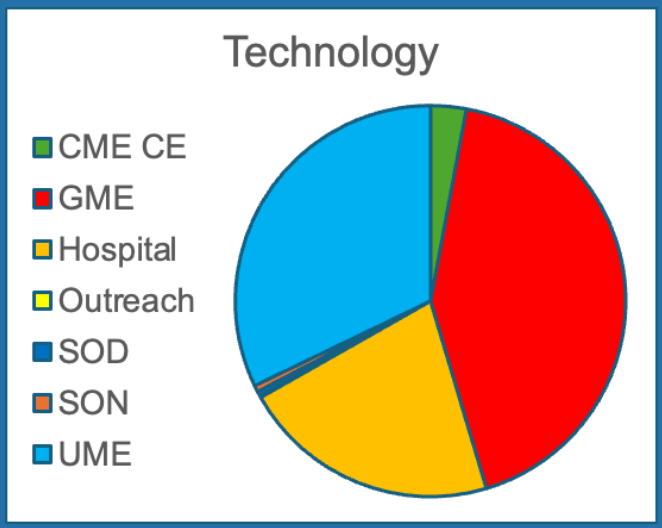
Our 2024-2025 academic year data tells the story of a thriving simulation center that has realized the potential of Rosenfeld Hall's expanded capacity and state-of-the-art infrastructure.

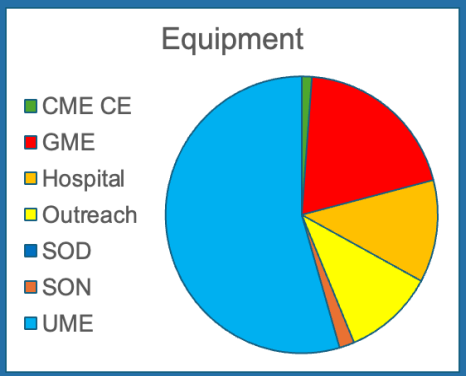
TECHNOLOGY-BASED SIMULATION

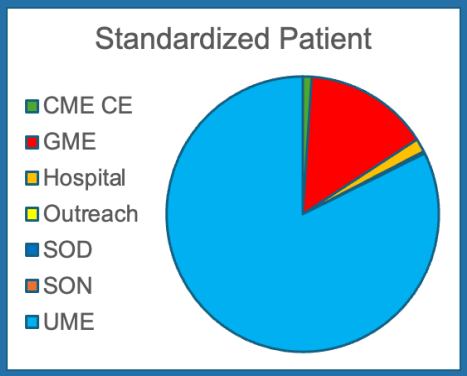
Manikin and skills-based learning held within UCLA campus.

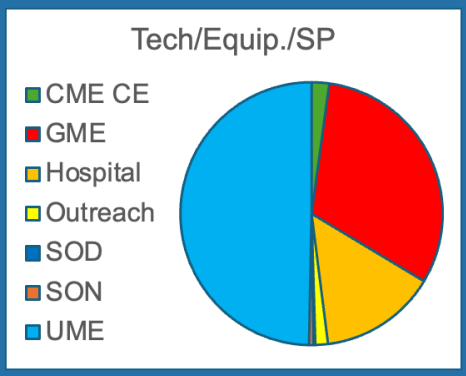
854 SESSIONS | 51,685 Learner Hours

- GME leads in session count due to 16 different residency training programs.
- UME generates highest learner hours despite fewer sessions, as medical student simulations run multiple rooms concurrently.
- Hospital training is driven primarily by ACLS, PALS and BLS certification courses.









These charts show the distribution of learner hours across different learner groups.

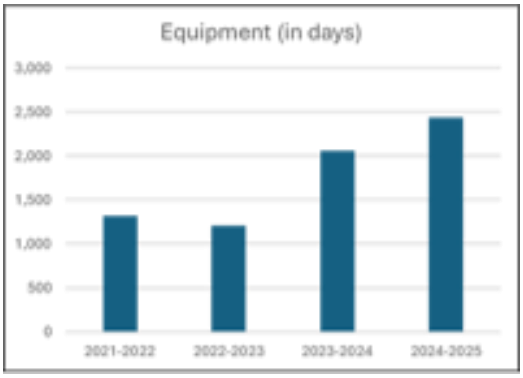
UTILIZATION DATA

Equipment, Standardized Patients & Trends

EQUIPMENT RENTALS

5,411 Rentals | 2,500+ Learner Days

- UME dominates rentals (>75% of learner days), driven by the HEALS curriculum.
- Butterfly portable ultrasounds are the primary driver for asynchronous learning.
- Rentals have shown steady year-over-year growth since 2021.



STANDARDIZED PATIENTS

379 Sessions | 65,572 Learner Hours

- UME accounts for most of the SP sessions, emphasizing communication skills.
- High Efficiency: Rosenfeld Hall's 16 exam rooms allow us to serve more students per session.
- Learner hours have shown consistent growth since 2020.

AGGREGATE ANALYSIS

UME programming comprises **nearly 50% of all sessions** and **over 60% of total learner hours**. This aligns directly with our mission to serve the David Geffen School of Medicine.

GME learners focus more on technology-based sessions (high-acuity scenarios and procedural skills training) and less on SP-based sessions or equipment rentals, reflecting their advanced clinical exposure and patient care needs.

To learn more about how to access Sim Center resources, please visit our website and submit a request to schedule a sim session, book our talented SPs, or rent equipment.

OUR TEAM

The UCLA Simulation Center is powered by a dedicated team with expertise and experience in healthcare education, simulation technology, standardized patient methodology, and educational design. Together, with clinical expertise from our dedicated instructors, we support thousands of learners each year, creating transformative experiences that prepare the next generation of healthcare professionals for excellence in patient care.

LEADERSHIP

Yue-Ming Huang, EdD, MHS, FSSH
Executive Director, Adjunct Professor, Anesthesiology

Cecilia Canales, MD, MPH, MS
Medical Director, Assistant Professor, Anesthesiology

Sarah Petro, BA
Operations Director

Ken Lay, MA
Standardized Patient Program Director

STANDARDIZED PATIENT (SP) PROGRAM

Yvonne Caro Caro, MFA
Standardized Patient Educator

Chiquita Melvin, MFA
Standardized Patient Educator

Jacqueline "Jackie" Torres, MA
Standardized Patient Educator

OUR TEAM

TECHNOLOGY & SIMULATION OPERATIONS

Rukhsana "Roxy" Khan, MPH
Simulation Specialist, Program Manager

Cory Soto, BS, CHSOS, CPhT
Simulation Specialist, Data Analyst

Dan Weisman, MFA
Learning Experience Designer

Ryan Gouras, BS, CHSOS
Lead Simulation Specialist

Christopher John "CJ" Adams
Simulation Specialist

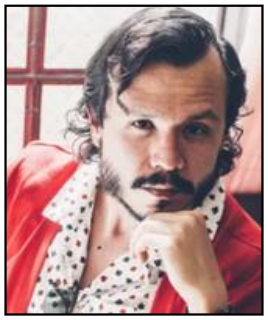
Catherine "Ina" Farestad, MS
Simulation Specialist

Sloan Senofsky, BA
Simulation Specialist

Sonal "Sonny" Chand
AV Tech Specialist

ADMINISTRATION

Kacey Borders, BA
Administrative Assistant, Program Coordinator



Michael Lopez
Administrative Assistant

AND SOME OF OUR AMAZING STANDARDIZED PATIENTS

OUR PARTNERS

Success in modern healthcare relies on teamwork, and our center reflects this reality through close collaboration with our primary educational partners and fellow simulation stakeholders (CASIT, the Center for Nursing Excellence, the School of Nursing and the Center for Prehospital Care) to provide comprehensive, high-fidelity training across different medical disciplines and health professions.

CASIT

Peyman Benharash, MD
Professor-in-Residence
Executive Director

Areti Tillou, MD, MSEd
Vice Chair for Education
AEI Director

Bijan Najafi, PhD, MSc
Research Director

Chi Quach
Director, Surgical Education

Marvin Ronquillo
Simulation Technician

CENTER FOR NURSING EXCELLENCE

Chia-Yen (Cathy) Li, Ed.D, MSN, RN, PHCNS-BC, CHSE, NPD-BC, EBP-C
Nursing Professional Development Specialist

Kristine Traxler, MSN-Ed, RN
Nursing Professional Development Specialist

Leila Sadgeghipoor, MBS
Simulation Associate

SCHOOL OF NURSING

Barbara Bates-Jensen, PhD, RN
Associate Dean of Academic Affairs

Theresa Brown, DNP
Assistant Adjunct Professor
Director, APRN Program

Emma Cuenca, DNP, RN
Associate Adjunct Professor
Director, Prelicensure Program

Brandon Phillips, EMT, CHSOS
Simulation Specialist

CENTER FOR PREHOSPITAL CARE

Jenny Chang
Director, American Heart Association & Allied Health Education Programs

Milestones

1996
First Human Patient Simulator ("Stan") purchased.

2001
First simulation-based physiology lab in SoCal.

2006
Rosenfelds' 1st Gift ($1M) expands program as a Dean's Office education unit.

2016
Rosenfelds' 2nd Gift ($1M) adds VR and Ultrasound tech.

2018
Rosenfelds' 3rd Gift ($20M) for dedicated building.

A LEGACY OF INNOVATION: THE JOURNEY OF ROSENFELD HALL

From Humble Beginnings to a State-of-the-Art Training Hub

Humble Beginnings

In 1996, the UCLA Simulation Center began with a single vision: to revolutionize medical training through simulation technology. Dr. Randolph Steadman, with the support of Dr. Patricia Kapur, purchased UCLA's first Human Patient Simulator — a METI full-body computerized manikin affectionately dubbed "Stan" — for the Department of Anesthesiology.

Housed in a shared laboratory space on the fifth floor of the Center for Health Sciences, Stan featured heart and lung sounds and allowed for airway management training. While initially only used for anesthesiology resident training, it soon became clear that simulation had the potential to transform how healthcare professionals learn.

A Growing Movement

UCLA quickly became a pioneer. By 2001, the medical school replaced the traditional MS1 cardiovascular physiology animal laboratory with simulation-based training—a first of its kind. As the program proved its value, it expanded into the third and fourth-year curriculums. By 2009, the center had relocated to 700 Westwood Plaza, occupying 12,000 square feet. But the true transformation was yet to come.

The Rosenfeld Vision

Eugene and Maxine Rosenfeld, generous benefactors since 1978, recognized an opportunity to make a profound impact. Their initial gifts in 2006 and 2016 elevated the center from a departmental resource to a core education unit, enabling the purchase of state-of-the-art equipment like virtual reality headsets and full body patient simulators.

In 2018, they made an extraordinary commitment: a $20 million gift to renovate 700 Westwood Plaza into a dedicated facility bearing their name: Eugene & Maxine Rosenfeld Hall.

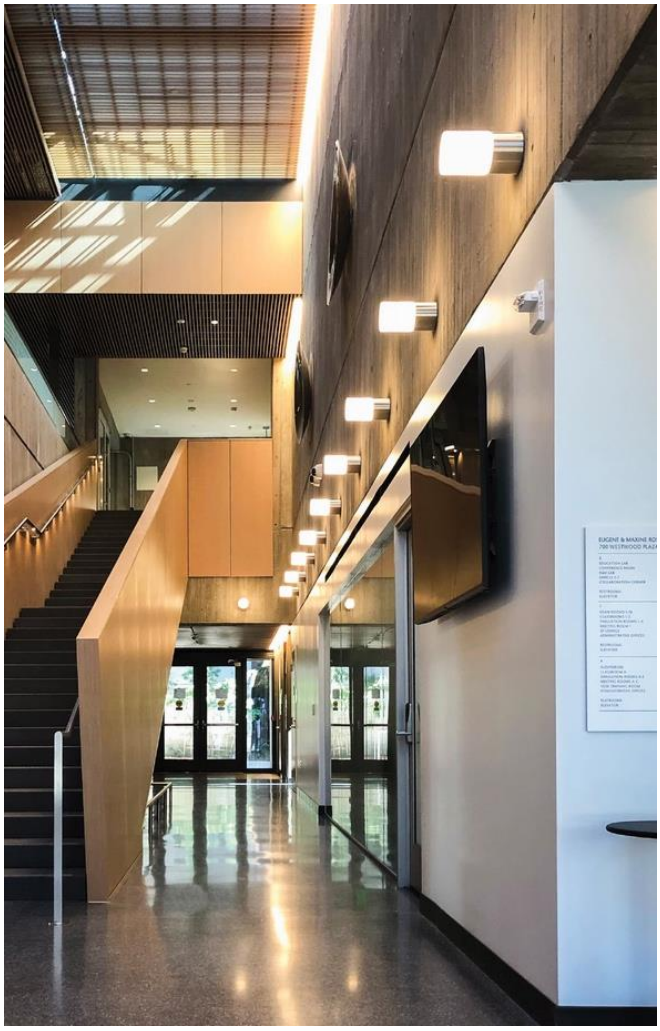
Building Through a Pandemic

The timing proved both fortuitous and challenging. In January 2021, at the height of the COVID-19 pandemic, construction on Rosenfeld Hall began. The Simulation Center moved to temporary space just one-third the size of its previous facility yet remained open as an essential training resource for PPE protocols and COVID-19 response.

What was intended to be an 18-month project doubled in time due to global supply chain challenges. Finally, on October 30, 2023, Rosenfeld Hall officially opened its doors. The 30,600-square-foot, three-story facility represents a huge leap in capacity, with cutting-edge audiovisual systems that connect wirelessly across rooms and floors, can link to Ronald Reagan UCLA Medical Center operating rooms, and enable recording and live streaming of training sessions.

A New Era Begins: Inside Rosenfeld Hall

On June 15, 2023, a private dedication reception was held to honor Eugene and Maxine Rosenfeld and their family and friends. On October 30, 2023, Rosenfeld Hall officially opened its doors at the public Grand Opening with an interactive hands-on tour to showcase the latest technologies. The 30,600-square-foot, three-story facility represents a huge leap in simulation training capacity and capability. Take a 3D virtual tour on our website: Simulation Facility



LEVEL 2: CASIT & INNOVATION

Home to the Center for Advanced Surgical & Interventional Technology. Features a large education lab with 24 workstations, surgical robotics, and an R&D lab for collaborative innovation with UCLA Engineering.

LEVEL 1: STANDARDIZED PATIENT PROGRAM

A dedicated suite with 16 exam rooms, 4 inpatient simulation rooms, a divisible classroom, conference room and sophisticated monitoring and control rooms for OSCEs and simulation scenarios.

LEVEL A: SIMULATION CORE

Features 5 inpatient simulation rooms with full medical headwalls, 4 clinic exam rooms, a task training room, 2 classrooms and 3 debriefing conference rooms.

GEFFEN HALL 301: OPEN LAB

An additional practice lab — the Sim Center Annex in Geffen Hall 301 — provides medical students with space for small group skills training and independent access to equipment through an Amazon-style locker system.

A Legacy Measured in Lives Changed

119,600
Learner Hours
(2024-25)

16
Residency & Fellowship Programs

3,500
TeamCARE Trainees

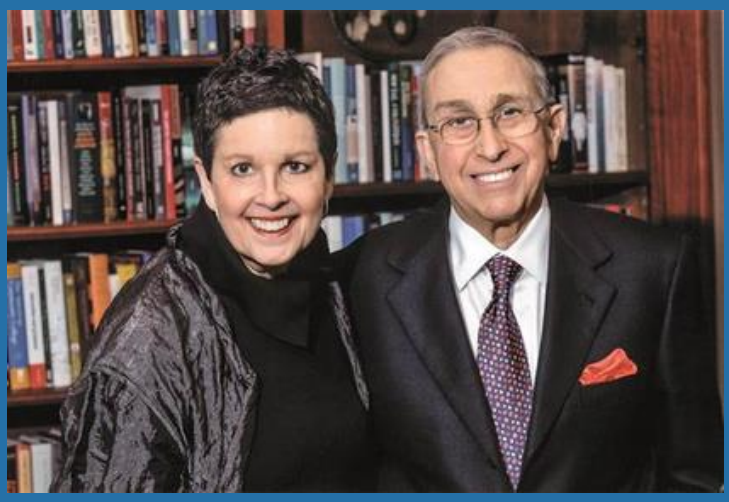
Because of Eugene and Maxine Rosenfeld's generosity, the UCLA Simulation Center has evolved from training a single residency program to integrating simulation throughout the medical school curriculum and into 16 residency training programs.

Fellows and faculty across specialties—from Anesthesiology to Vascular Surgery—utilize these resources to hone their skills. Additionally, the School of Nursing, respiratory care professionals, and administrators all benefit from simulation training.

As one of seven TeamSTEPPS Master Training regional centers recognized by the American Hospital Association, we have trained over 1,000 Master Trainers who have returned to their institutions to spread teamwork tools that make healthcare safer. The Sim Center also created TeamCARE, virtual simulations to train our Medical Chaperones.

Looking Forward

The center continues to innovate, exploring extended reality (XR), augmented/virtual reality, and AI-powered virtual patients for communication training. Rosenfeld Hall stands as a testament to what vision, generosity, and commitment to excellence can achieve. It is a state-of-the-art patient safety learning laboratory where interprofessional teams gather to innovate and train together, making healthcare better, safer, and more equitable for all.



The Rosenfelds' legacy extends far beyond the building that bears their name. It lives in every medical student who masters a critical procedure... and every surgical team that operates with precision. Their gift has created a lasting impact on healthcare education.

Tungnaá River, Iceland Highlands, 2021- Aerial photography by Dr. Jack Kurtz

CELEBRATING ART:
DR. JACK KURTZ ARTWORK RECEPTION

On December 9, 2025, the UCLA Simulation Center gathered colleagues, friends, and supporters in the newly remodeled lobby of Rosenfeld Hall to celebrate a milestone two years in the making.

After the building's extensive renovation, the walls of our simulation center had remained bare—until Dr. Jack Kurtz, a distinguished UCLA alumnus (BS 1972, DDS 1976) and accomplished landscape photographer, transformed our learning environment with a breathtaking gift of his photographic artistry.

Nearly thirty guests assembled for an intimate reception and guided tour, led by Executive Director Yue-Ming Huang, EdD, MHS, FSSH.

The atmosphere buzzed with appreciation as attendees moved through the building, discovering hidden wonders captured through Dr. Kurtz's lens. The collection centers on aerial photography of braided Icelandic rivers, captured at 1,200 feet altitude. These ethereal images reveal the serpentine beauty of the Þjórsá and Tungnaá rivers as they wind through volcanic highlands.

Complementing the Icelandic series, Dr. Kurtz's "Nature's Sculptures: Five Hidden Southwestern Wonders" installation in the Level A Gallery showcases the American Southwest's geological marvels. From the swirling sandstone of North Coyote Buttes to the slot canyon mysteries of Antelope Canyon.

"Braided Rivers" - Aerial photography by Dr. Jack Kurtz

The placement of each piece was thoughtfully curated by Clarice Gerstel of Gerstel Designs. Visitors entering Rosenfeld Hall are immediately greeted by an aerial view of the Þjórsá River at Thjórsárver, while the main lobby's centerpiece—a sweeping view of the same river meeting the Atlantic—commands attention above the central seating area. The concrete walls throughout the building now serve as galleries for additional works, including Panther Falls from Washington State and various Southwestern landscapes.

Dr. Kurtz himself guided guests through the technical and creative journey behind his Iceland photographs, sharing stories of flying at low altitude in challenging conditions to capture the perfect interplay of light, water, and volcanic terrain. His passion for both photography and his alma mater resonated throughout the evening.

"For two years, we've worked in a beautiful new space that felt a bit incomplete," Dr. Huang remarked. "Dr. Kurtz's gift doesn't just fill our walls—it fills our center with inspiration, reminding everyone who enters that precision, perspective, and artistry matter in everything we do."

Executive Director Yue-Ming Huang expressed the Sim Center's profound gratitude for Dr. Kurtz's generosity, noting how the artwork creates an inspiring environment that elevates the learning experience for medical students, nursing students, residents, and faculty who train in our facility. "For two years, we've worked in a beautiful new space that felt incomplete," Dr. Huang remarked. "Dr. Kurtz's gift doesn't just fill our walls—it fills our center with inspiration, reminding everyone who enters that precision, perspective, and artistry matter in everything we do."

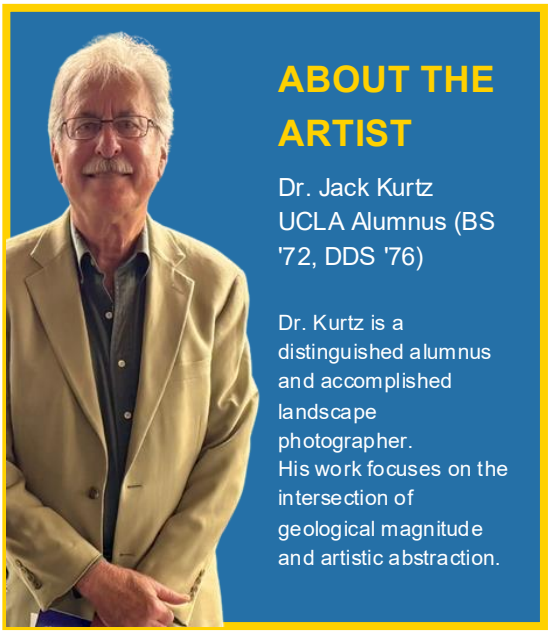
Mallory Gompert, Senior Executive Director of Health Sciences Development at UCLA Health, also spoke at the reception, acknowledging Dr. Kurtz's meaningful contribution to the educational mission of the Simulation Center and the lasting impact of his philanthropic support.

Dr. Jack Kurtz (photographer) and Clarice Gerstel (designer)

"Aerial View Þjórsá River (or Thjórsárver)" - Aerial photography by Dr. Jack Kurtz

The Simulation Center technology team attended the event to personally thank Dr. Kurtz, whose artwork now accompanies them through their daily work supporting thousands of learners each year. The reception concluded with a toast to Dr. Kurtz and a collective appreciation for the intersection of art, education, and healing that now defines the aesthetic identity of Rosenfeld Hall.

Dr. Kurtz's photographs will inspire tens of thousands of healthcare professionals who train at the UCLA Simulation Center in the years to come—a lasting legacy that bridges natural beauty, educational excellence, and the generous spirit of a devoted Bruin.



USING STANDARDIZED PATIENTS TO FOSTER INCLUSIVE HEALTHCARE

Acknowledging the importance of creating and nurturing a healthcare system that values inclusive, equitable patient care, the Simulation Center's Standardized Patient (SP) Program has been a key component in a number of initiatives over the past year.

Cognitive Assessment Training with LEP Patients

Acknowledging negative variations in recovery outcomes after anesthesia for patients with Limited English Proficiency, the Simulation Center worked with Dr. Cecilia Canales to develop a VR Simulation using Standardized Patients. The purpose was to create a training program for nurses, residents, and physicians on how to do cognitive assessments in different languages through the use of an interpreter.

Narrative Medicine Explores Medical Ethics, Racism, and Structural Inequities

Using professional actors, the Sim Center provided a staged reading of Miss Evers' Boys, a play that tells the story of the infamous Tuskegee Syphilis Experiment which jeopardized the health of 400 black men without their knowledge or consent. The play was performed twice, once for graduating medical students as the final academic event during Capstone week and a second time for the general public. The staged reading was directed by SP Educator Chiquita Melvin who also served as one of the actors.

Cast of *Miss Evers' Boys* (Left to Right): Robbie Martin, Ethan Williams, Ar'Darius Stewart, Chiquita Melvin, Shaun Bedgood, Michael Kachingwe, Alex Morris

Black Maternal Healthcare In-Situ Simulation

Recognizing the enormous disparity in maternal deaths among Black women vs. non-Black women (more than a 4:1 ratio in 2023), the Sim Center developed an in-situ sim that brings together Ob-Gyn residents, Anesthesia residents and Labor & Delivery nurses to care for a pregnant Black person, played by an SP. The sim includes a debrief, drawing on perspectives of the participants, particularly regarding health equity.

Feedback from learners has been overwhelmingly positive. ""One of the best sims to date!" " "So good to combine the acute medical scenario with a challenging patient interaction, pushing us to be patient centered even in time pressured situations." Participants have indicated the sim encouraged them to be more mindful of building rapport, expressing empathy, and displaying empathy.

TECHNOLOGY AND CURRICULUM INNOVATIONS

Intersessions: OR Walkthrough

Recognizing a need to better prepare MS2s for their surgery rotations, the UCLA Simulation Center partnered with the School of Medicine to introduce a new OR simulation activity to the Intersessions curriculum.

Launched in October 2024, this activity helps students perform key procedures and demonstrate proper etiquette in the operating room. The curriculum focuses on critical safety skills including staff introductions, scrubbing, gowning, gloving, and maintaining sterile fields.

Leadership Partners

Dr. Antonio Pessegueiro (Director for Intersessions)
Dr. Justin Wagner (Surgery Clerkship Chair)
Dr. Ian MacQueen (Surgery Clerkship Chair)

Regional Critical Care Fellow Ultrasound Conference

In October 2024, faculty from UCLA Critical Care Medicine teams partnered with the Simulation Center to host the 9th Regional Southern California Critical Care Fellow Ultrasound Conference. This marked the return of the conference to UCLA after a 5-year hiatus.

Led by course chairs Drs. George Lim and Igor Barjaktarevic, this 2-day conference focused on teaching point-of-care ultrasound (POCUS) to anesthesia, medicine, and surgical critical care fellows.

Participating Institutions

- **UCLA**
- **USC**
- **Cedars Sinai**
- **UC Irvine**

INTERPROFESSIONAL TEAM TRAINING

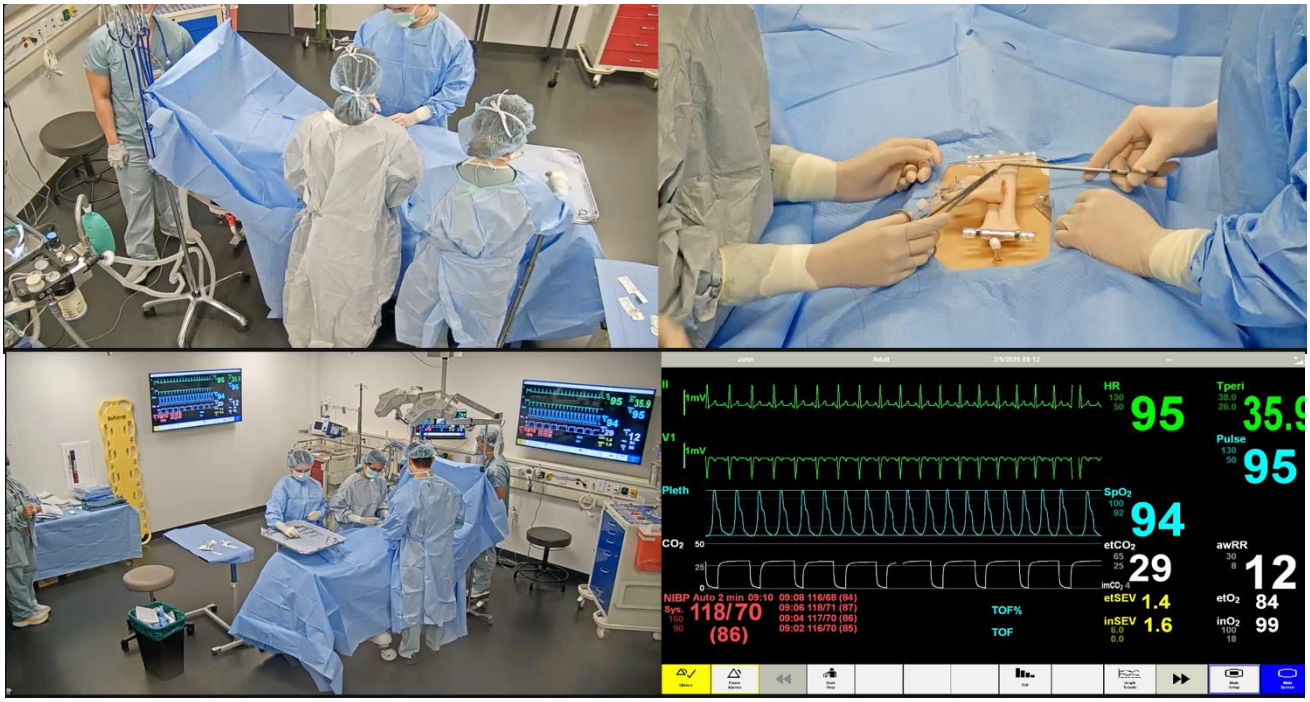
Anesthesia & Nursing Critical Incident Sim

To better prepare OR nurses to recognize perioperative emergencies, the Simulation Center partnered with nursing colleagues from the Westwood Ambulatory Surgery Center and the Anesthesiology Department to create a new interprofessional curriculum.

OR nurses with less than 5 years of experience now participate in team training exercises during weekly Critical Incident simulation sessions alongside anesthesia residents. This initiative aims to improve communication, teamwork, and proficiency with emergency equipment.

Led by Dr. Victor Duval and Kharen Palacio, new Nursing Educational Objectives were added:

- Align nursing strategic goals for collaborative practice
- Identify knowledge gaps in crisis management (e.g., LAST, anaphylaxis, MH, SVT)
- Improve nursing competency and contribution to team-based care



Operating Room Team Training

Originally implemented in 2006, OR Team Training was revived in 2023 following the move to Rosenfeld Hall. Spearheaded by Dr. Christine Nguyen-Buckley (Anesthesiology), this program brings the full OR team back together to learn in a simulated environment.

Program Leadership

Dr. Christine Nguyen-Buckley (Anesthesiology)
Drs. Areti Tillou & James Wu (Surgery)
Kharen Palacio (Nursing)

Surgery residents, circulating nurses, and scrub techs join anesthesia residents to manage complex cases as a unified team. Following the simulation, the group debriefs to discuss lessons learned and share perspectives to better understand each other's roles.

CASIT HIGHLIGHTS

CENTER FOR ADVANCED SURGICAL & INTERVENTIONAL TECHNOLOGY

Innovation and Mentorship: At CASIT, we are proud of the strong culture of innovation and mentorship that has grown within our research program. We lead multidisciplinary collaborations that bring together surgeons, engineers, data scientists, and industry partners to advance AI-driven technologies, robotics, and image-guided interventions.

Digital Health Leadership: CASIT plays a key role in the NSF-funded Center to Stream HealthCare in Place (C2SHIP), developing hospital-grade digital technology for in-home care in partnership with over two dozen academic and industry centers.

10
Active Federally Funded Studies

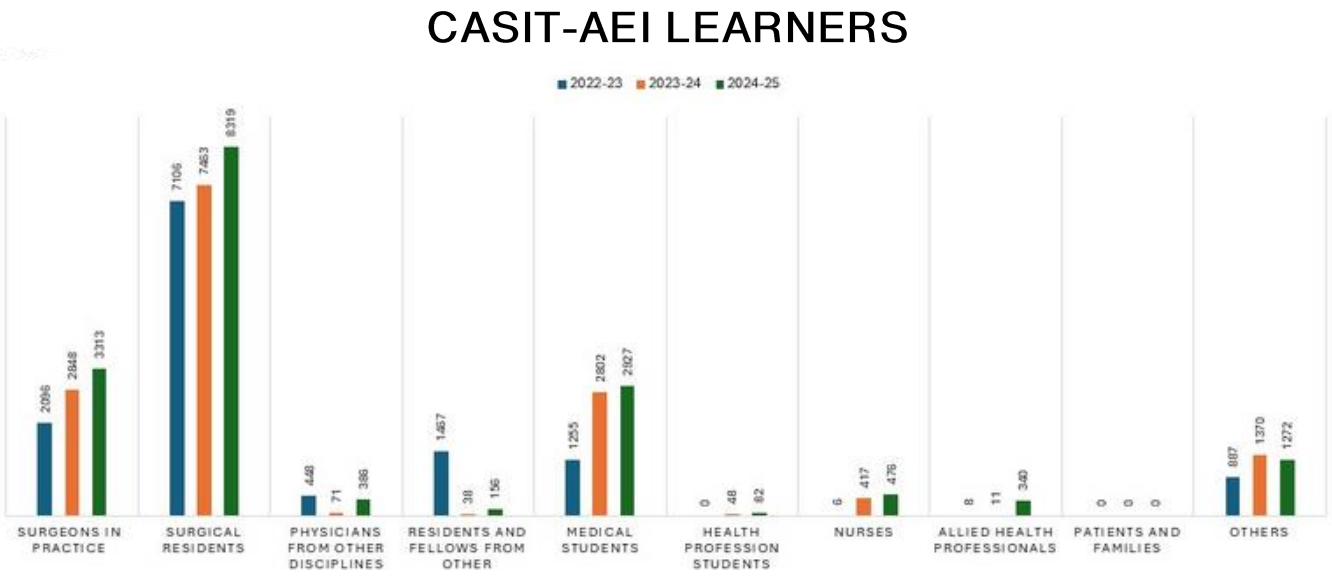
20+
Peer-Reviewed Publications

5
Student Innovation Awards

Bijan Najafi, PhD
Research Director, CASIT
Professor of Surgery

"Together, these accomplishments highlight the impact of our collaborative work and reinforce our commitment to advancing patient care."

EDUCATIONAL IMPACT: BY THE NUMBERS



EDUCATIONAL OUTREACH & INDUSTRY

BUILDING THE PIPELINE FOR FUTURE INNOVATORS

Cultivating Future Surgeons

Our educational outreach is a cornerstone of our mission. CASIT is dedicated to inspiring the next generation through hands-on exposure to medical technology.

- Summer Immersion Program: In partnership with the UCLA Volunteers Office, we host a week-long program introducing high school students to surgical careers through simulation and OR exposure.
- Scalpels and Scopes: A focused program for teens to learn basic surgical techniques, teamwork, and the role of technology in modern surgery.

> *"These programs help cultivate a diverse future pipeline of surgeons, engineers, and healthcare innovators."*

INDUSTRY PARTNERSHIPS

CASIT actively develops partnerships with major medical device, robotics, and technology companies. We have hosted several industry-focused workshops to advance:

- Robotic Surgery
- Image-Guided Surgery
- AI & Smart ORs

2024-2025 ACTIVITY HIGHLIGHTS

1,800+
Instructional Hours Delivered

500
Courses Conducted

17,271
Total Learners

SCHOOL OF NURSING SIMULATIONS

APRN PROGRAM:

MONTH	COURSE	# OF STUDENTS	# OF DAYS
February 2025	Heart Sound Workshop	29	1 Day (4 hours)
February 2025	Cardiac Lab	25	4 Days (32 hours)
March 2025	Procedure Lab	30	4 Days (32 hours)
August 2025	Physical Assessment	14	4 Days (34 hours)
September 2025	Physical Assessment	14	2 Days (17 hours)
November 2025	Physical Assessment	60	1 Day (2 hours)

The Adult/Gero Acute Care program used the Harvey Heart Sounds Simulator and SAM (Student Auscultation Mannikin)

BS-MECN PROGRAM:

QUARTER	COURSE	# OF STUDENTS	# OF DAYS
Fall 2024	Fundamentals of Nursing	130	2 Days (16 hours)
Fall 2024	Physical Assessment	130	10 Weeks (16 hours per week)
Summer 2025	Med Surge C	68	2 Days (16 hours)
Summer 2025	Maternity	62	1 Day (8 hours)
Fall 2025	Med Surge C	62	2 Days (16 hours)
Fall 2025	Maternity	67	1 Day (8 hours)
Fall 2025	Physical Assessment	130	10 Weeks (16 hours per week)

CLINICAL NURSING

PREPARING UCLA HEALTH NURSES THROUGH HIGH-FIDELITY SIMULATION

FY2025 NURSING SIM AT A GLANCE

- **1,667** Total Education Encounters
- **357** Hours of Training Delivered
- **82.5%** Average Occupancy Rate
- **1,888** Available MOC Hours

Quarterly Breakdown

Q1	129 hrs | 479 enc.
Q2	68.5 hrs | 315 enc.
Q3	105 hrs | 435 enc.
Q4	54.5 hrs | 438 enc.

**MOC encounters increased 158 less than FY24, while available MOC hours increased—indicating more efficient, targeted training delivery.*

As one of the partners in the UCLA Steering Committee, the Center for Nursing Excellence represents a cornerstone of clinical nursing education at UCLA Health. Throughout FY2025, this collaboration delivered critical simulation-based training that strengthened nursing competencies, enhanced patient safety, and built confidence across all levels of nursing practice. Led by nursing education specialists Chia-Yen "Cathy" Li, and Kristine Traxler with operational support from sim tech Leila Sadegeghipoor, this team integrates TeamSTEPPS tools during nursing onboarding and oversees clinical competencies through simulation training.

Nurses practice resuscitation in a simulation scenario at the Michigan Operations Center (MOC) sim lab.

CENTER FOR PREHOSPITAL CARE

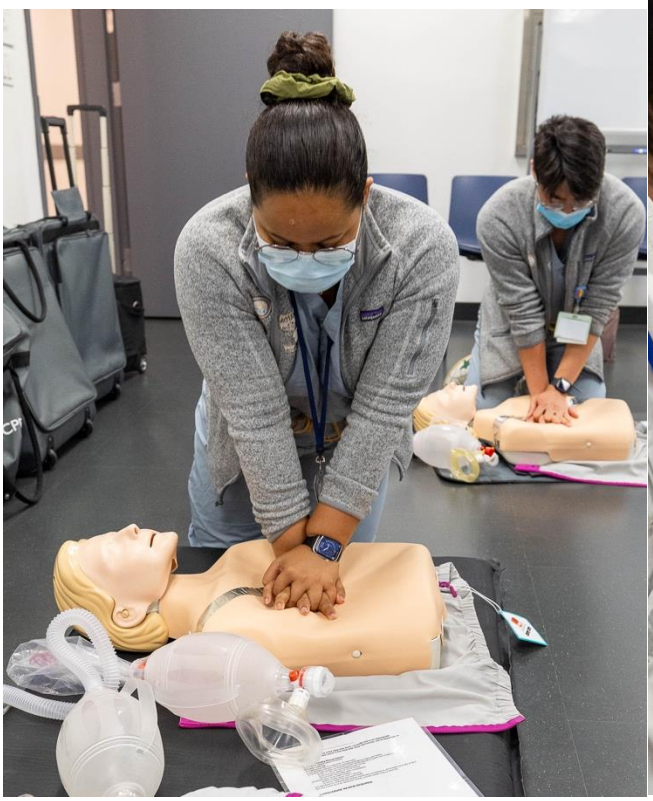
CERTIFYING OUR HEALTHCARE PROFESSIONALS WITH LIFE SAVING SKILLS

UCLA Center for Prehospital Care is part of the David Geffen School of Medicine at UCLA and is one of the leading emergency and prehospital academic centers in the nation. We are proudly partnered with UCLA Simulation Center to provide the following programs at the UCLA Rosenfeld Hall.

Advanced Cardiac Life Support Programs (ACLS): 58 sessions; 232 hours; 890 providers trained
Pediatric Advanced Life Support Programs (PALS): 50 sessions; 200 hours; 475 providers trained

Top 5 CPC Educators:

- Donna Kunz: 280 hours
- Michelle Torres: 255 hours
- Victor Vazquez: 150 hours
- Nikko Hammonds: 135 hours
- Justin Juarez: 106 hours



In addition to certifying hospital staff, CPC also provides certification courses to medical students during their Basecamp week.

IN-SITU L&D SIMULATION: FROM SIMULATION TO REAL EMERGENCY

A STORY OF TRAINING IMPACT

TUESDAY AFTERNOON, LABOR & DELIVERY UNIT, UCLA MEDICAL CENTER

The simulation team wheeled their equipment into the Labor & Delivery unit; the real clinical environment where emergencies unfold. This was an in-situ simulation: training conducted in the authentic setting where teams work, with the actual supplies, equipment, and spatial constraints they face during real emergencies.

The scenario: obstetric hemorrhage. A simulated patient experiencing severe postpartum bleeding. An emergency where minutes matter and seconds count. Blood loss can escalate from manageable to life-threatening in moments. Without rapid recognition, immediate access to resources, and seamless team coordination, outcomes can be devastating.

The multidisciplinary team of obstetricians, nurses, anesthesiologists, and residents moved through the emergency protocol. Where is the massive transfusion cooler? How do we navigate this bed through the hallway? Who calls for blood products? When do we escalate to the OR? These aren't questions you want to answer for the first time during a real crisis. That is why we have regular simulation training to practice managing different case scenarios..

WEDNESDAY MORNING, SAME LABOR & DELIVERY UNIT

A patient began hemorrhaging in the same L&D unit the very next day. A real patient. A real emergency. Severe, sudden, dangerous.

One of the residents from Tuesday's simulation was on the team.

This time, there was no time to prepare. No pause button. No do-overs. But the resident moved with certainty.

> *The resident knew exactly what to do, what resources were available, when to escalate, and how to coordinate with the team.*

The training from the day before—the muscle memory, the mental rehearsal, the confidence built through deliberate practice—translated directly into clinical action.

The team mobilized efficiently. Resources were accessed without hesitation.

Care was escalated appropriately. The patient was stabilized.

The resident attributed the positive patient outcome to simulation training.

FROM PRACTICE TO LIFE SAVED IN 24 HOURS

This is the power of simulation. Beyond training in a controlled environment, skills learned and preparation practiced in the Sim Center are directly transferable to real cases in the real world; where teams work, where patients are cared for, where emergencies happen. When the crisis comes, there's no time to practice. There's only time to act. And because of one afternoon of deliberate, authentic training, a UCLA team was ready. A patient went home to their family. A provider gained confidence that will shape their entire career. And the cycle continues. The next simulation is already being planned, the next team is preparing, and the next life may depend on the training that happens today.

APPRECIATING OUR EDUCATORS

We could not have accomplished so much without the commitment of our faculty and clinical educators who give so much of their time to teaching and mentoring our trainees. Below is a list of active instructors who have taught in the Sim Center in the past year.

ANESTHESIOLOGY

David Boldt, MD
Cecilia Canales, MD
Maxime Cannesson, MD, PhD
Victor Duval, MD
Michelle Harvey, MD
Joe Hong, MD
Jason Lee, MD
Lisa K. Lee, MD
Jennifer Lucero, MD
Einat Mazor
Natalie Moreland, MD
Christine Nguyen-Buckley, MD
Jennifer Nguyen-Lee, MD
Andrea Poon, MD
Wendy Ren, MD
Jeffrey Rusheen, MD
Dane Saksa, MD
John Shin, MD
Ali Salehi, MD
Cristianna Vallera, MD
Robert Whittington, MD
Theodora Wingert, MD

OBSTETRICS/GYNECOLOGY

Aparna Sridhar, MD
Lisa Nicholas, MD
Kathryn Goldrath, MD
Kirsten Jensen, MD
Kiran Kavipurapu, MPH, DO, JD
Ilina Pluym, MD
Kelsey A. Rose, MD

MEDICINE: CARDIOLOGY

Eric Yang, MD

EMERGENCY MEDICINE

Haig Aintablian, MD, MS
Rebecca A. Bavolek, MD
Tomer Begaz, MD
Max Berger, MD
Alan Chiem, MD
Alexander Grohmann, MD
Brittany J. Guest, DO
Kellie Kitamura, MD
Steven Lai, MD
George Lim, MD
Jared Marshall, MD
Mike Messina, DO
Amir A. Rouhani, MD
Jackie Shibata, MD
William Shyy, MD
Stephen Villa, MD
Ashley Vuong-Goldshear, MD
Natasha B. Wheaton, MD
Tiglath Ziyeh, MD
Michael Yashar, MD

EMERGING INFECTIOUS DISEASES

Benjamin Kung
Rogelio Rodriguez

MEDICINE: PULMONARY CRITICAL CARE

Emily Schwitzer, MD
Igor Barjaktarevic, MD, PhD
Nida Qadir, MD
Roxana Hixson, MD
Kathryn Melamed, MD

NEUROLOGY

Daniel O'Brien, MD

MEDICINE: GENERAL INTERNAL

Wendy Simon, MD
Michael Ayoub, MD
Jetrina Maque, MD
Antonio Pessegueiro, MD
Alexandra Glaeser, MD
Jennifer Plotkin, MD
Christina Chung, MD
Edward Lee, MD
Jason Napolitano, MD
Rachel Brook, MD
Edward Ha, MD
Danny Kahn, MD
William Cope, MD
Tyler Larsen, MD
Mark Munekata, MD
Gary Feigenbaum, MD
Reece Doughty, MD
Alex Kokaly, MD
Cara Siegel, MD
Latisha Sharma, MD
Katherine Fu, MD

SURGERY

Ian MacQueen, MD
Justin Wagner, MD
Areti Tillou, MD
James Wu, MD
Mark Girgis, MD

APPRECIATING OUR EDUCATORS

PEDIATRICS: GENERAL

Jessica Lloyd, MD
James Lin, MD
Alan Chin, MD
Audrey Kamzan, MD
Antonia Vindler, MD
Rabia Cheema, MD
Laura Maitoza, MD
Amanda Kosack, MD
Deborah Lehman, MD
Sarah Gustafson, MD
Margaret Nguyen, MD

PEDIATRICS: CRITICAL CARE

Leanna Huard, MD
Myke Federman, MD
Justin Greenberg, MD
Micah Kadden, MD
Yonca Bulut, MD

PEDIATRICS: NEONATOLOGY

Meena Garg, MD
Josephine Enciso, MD
Achyuth P. Sriram, MD
Christiana Santiago, MD

NURSING: OPERATING ROOM

Kharen Palacio, MSN, RN
Janeth A. Garcia, MSN, RN

NURSING: AMBULATORY

Obioma (Joy) Agiriga
Angela Amucha
Devie Charbonneau
Jacqueline Williams
Jessie Suarez
Karenia Soriano
Karla Giram
Latricia Harrison
Liza Hoffman
Sissie Mcelvaine
Zohra Dodhia
Jennifer Zanotti

NURSING: PERINATAL

Fiona Angus BSN, RN
Linh Heafner, BSN, RN
Anne Heffernan, RNC, MSN
Linda McDermott, RN
Danielle Palmieri, RN
Tina Tuano-Verayo

NURSING: NICU

Nida Lovatanpongsa, MSN
Julie Sasinski, MSN, RN
Ria Bernardo, NP
Janeen C. Gaul, NP
Kelly Hopkins, BSN, RN
Brett Mendez, NP
Violet A. Wanner, NP
Marcia D. Varez, NP

NURSING: MICU

Yuhan Kao, MSN, RN, CNS, CCRN
Natasha Okonkwo, DNP, RN, SCRN

SCHOOL OF NURSING

Anna Gawlinski, NP
Barbara Demman, MSN, RN
Cynthia Jovanov, DNP, NBA
Shoba George, DNP, RN
Ray Hummel, MSN
Mary Ann Shinnick, PhD, ACNP-BN

SCHOOL OF DENTISTRY

Christine Quinn
Earl Freymiller
Eric Sung
Tara Aghaloo
Yusuke Hamada
Ken Roos

RESPIRATORY THERAPY

Norma Khoury, RRT, RCP
Craig Plost, RRT, RCP
Yvette Provencio, RRT, RCP
Timothy Strom, RRT, RCP
Caroline Tate-Pascua, RRT, RCP
Paul Hronek, RRT, RCP
D'Mitri Champion, RRT, RCP

TOP 10 MOST ACTIVE EDUCATORS

Recognizing Excellence in Sustained Educational Partnership

The UCLA Simulation Center's success is built on the dedication of faculty educators who consistently invest their time and expertise in training the next generation of healthcare professionals. The following tables recognize our most active teaching partners during the 2024-2025 academic year, measured by total sessions taught and total instructional hours delivered. These educators represent the breadth of our collaborative network—spanning emergency medicine, obstetrics, pediatrics, anesthesiology, internal medicine, surgery, and nursing. Their sustained commitment to simulation-based education exemplifies the very best of UCLA's teaching mission.

#	FACULTY NAME	DEPARTMENT	SESSIONS	KEY ROLES/COURSES
1	Alan Chiem, MD	Emergency Medicine	71	Course director for multiple POCUS programs
2	Kirsten Jensen, MD	OBGYN	16	L&D In-Situ Simulation
3	Steven Lai, MD	Emergency Medicine	16	EM Education Conference
4	James Lin, MD	Pediatrics	13	Peds POCUS; Resident Sim
5	Jason Napolitano, MD	Internal Medicine	13	MS1 SFM Simulations
6	Max Berger, MD	Emergency Medicine	11	MS1 Basecamp; MS4 EM Sub-I
7	Alan Chin, MD	Pediatrics	9	Peds Resident Simulation
8	Margaret Nguyen, MD	Neonatology	9	NICU Faculty Skills Lab
9	Areti Tillou, MD	Surgery	9	ATLS; OR Team Training; TeamSTEPPS
10	Robert Whittington, MD	Anesthesiology	8	Anesthesia Critical Incident

TOP 10 BY TOTAL HOURS TAUGHT

Recognizing Excellence in Sustained Educational Partnership

#	FACULTY NAME	DEPARTMENT	HOURS	TEACHING CONTRIBUTIONS
1	Alan Chiem, MD	Emergency Medicine	747	POCUS Ultrasound Curriculum
2	Kirsten Jensen, MD	OBGYN	235	L&D In-Situ Sim
3	Areti Tillou, MD	Surgery	222	ATLS, OR Team Training & TeamSTEPPS
4	Jason Napolitano, MD	Internal Medicine	176	MS1 Curriculum
5	Max Berger, MD	Emergency Medicine	140	MS1 & MS4 EM Sim
6	Steven Lai, MD	Emergency Medicine	120	EM Education Conference
7	Gary Feigenbaum, MD	Internal Medicine	113	IM Simulation Training
8	Alexandra Glaeser, MD	Internal Medicine	112	IM Simulation Training
9	Ed Lee, MD	Internal Medicine	107	IM Simulation Training
10	Leanna Huard, MD	Pediatrics	89	Peds Critical Care

TOTAL HOURS DELIVERED BY TOP 10: 2,064 HOURS

Combined Impact: These 10 educators delivered 17.3% of all simulation instructional hours in 2024-2025.

EDUCATOR HIGHLIGHTS

The UCLA Simulation Center's impact is driven by passionate faculty educators who champion simulation across the health sciences. These individuals exemplify excellence in teaching, innovation in curriculum design, and commitment to advancing healthcare education through simulation. Below we highlight the top contributors and some feedback from student and staff.

Alan Chiem, MD, MPH

Courses:

Faculty Development POCUS, MS3 Discovery - Training in Medical Education and Practice (TMEP), POCUS Office Hours, Intersessions POCUS (EM, IM, Neuro, OB), EM Resident POCUS, Family Medicine Resident POCUS Training

Highlighted Feedback

"It is truly a pleasure to work with Dr. Chiem. He consistently creates a positive and engaging learning environment for medical students. His depth of ultrasound knowledge and enthusiasm for teaching are evident in every session. He frequently goes above and beyond to support learners, whether by bringing snacks and pizza or simply fostering an atmosphere that makes students feel welcomed and excited to learn. His commitment to medical education is truly inspiring."

Kristen Jensen, MD

Courses: L&D In Situ, OB JEDI In Situ

Highlighted Feedback

"This was a great sim! Very realistic and helpful. So good to combine the acute medical scenario with a challenging patient interaction and pushing us to be patient centered in our care even in time pressured situations." " Fantastic sim, one of the best to date!" " This was a great learning experience and team building exercise. It really helped me navigate a difficult situation and use all avenues of resources needed"

Steven Lai, MD

Courses: EM Education Conference

Highlighted Feedback

"Dr. Steven Lai is an exceptional educator and a joy to work with. He is a dedicated educator who consistently tailors simulation experiences to meet the needs of his learners by investing significant effort into designing thoughtful, high-impact simulation activities that challenge learners and deepen clinical reasoning. His leadership style fosters curiosity, collaboration, and confidence among trainees, and other instructors, inspiring them to actively engage in the learning process. Working with Dr. Lai is always a great experience, and his commitment to improving patient care through simulation shines through in every session."

James Lin, MD

Courses: Peds POCUS, Peds Resident Sim, Peds HM Fellow Procedure Sim, Peds Hospitalist Attending Mock Code Sim

Highlighted Feedback

"Dr. James Lin brings a rare blend of expertise and approachability to his teaching. His deep clinical knowledge and warm, genuine style make learning comfortable and engaging. I've seen him stay late after sessions to answer questions, offer guidance, or simply check in with his learners; small moments that show how much he truly cares about their growth and well-being. His passion for pediatric care is inspiring, and we can only hope his teaching encourages more educators and physicians to follow his example. And of course, his signature bowties always brighten the room."

Jason Napolitano, MD

Courses: MS1 SFM Hypoxemia Sim, MS1 SFM Renal 1 Sim, MS1 SFM Renal 2 Sim, MS1 SFM Cardiac Auscultation, MS1 SFM STEMI Sim, MS1 SFM Neuro Sim, MS1 SFM Sim Shock, Simulation Instructor Course

Highlighted Feedback

"Great sessions! Great learning points in very welcoming learning environment. " "Dr. Napolitano is one of the kindest and most patient, educators I know. He lead the development of the Internal Medicine residency simulation training program, creating a library of scenarios that has become the core feature of the annual resident retreat.

Max Berger, MD

Courses:

MS1 Basecamp, MS4 EM Sub-I Sim, MS4 EM Sub-I Skills, MS2 EM Junior Clerkship Sim

Highlighted Feedback

"Great sim session, very helpful! Thank you Dr. Berger" "Really excellent session, nothing else to comment or improve. Thank you so much, Dr. Berger." "I thought the session was incredibly helpful. More sim!"

Alan Chin, MD

Courses: Peds Resident Sim, Peds HM Fellow Procedure Sim

Highlighted Feedback

"Really enjoyed this sim session! Very Helpful and practical skills" "Wish we did more" "Dr. Chin is a dedicated and effective, yet humble educator."

Margaret Nguyen, MD

Courses: NICU Faculty Skills Lab, Neonatal POCUS Skills, NRP NICU Sim

Highlighted Feedback

"Dr. Nguyen has been a champion for simulation-based learning throughout the neonatal residency and fellowship programs at UCLA. Her collaboration with the UCLA Simulation Center has produced low cost 3D printed neonatal thoracentesis trainers and development of the neonatal POCUS program which has enriched the learning opportunities of our learners."

Robert Whittington, MD

Courses: Anes Critical Incident Sim

Highlighted Feedback

"Great session, very thorough instruction and well organized. Excellent instructor and team building." "It is a privilege to have Dr. Whittington as a sim instructor – his passion for teaching comes through in every interaction!"

Areti Tillou, MD

Courses: ATLS, Developing Faculty Competencies in Assessment, OR Team Training Sim, TeamSTEPPS

Highlighted Feedback

"Dr. Tillou is a kind, decisive, and genuinely enjoyable colleague to work with. She brings a calm confidence to her role as a surgeon and educator, and her guidance is always thoughtful and supportive. She's approachable and easy to talk to, often sharing stories from her travels abroad, and she has consistently gone out of her way to support the simulation team by writing letters of recommendation for simulation technicians who have gone on to pursue health professions. Her commitment to mentorship, education, and patient care is evident in everything she does."

EDUCATOR HIGHLIGHTS

Antonio Pessegueiro, MD
Chair, MS2 Intersessions Course

With the introduction of DGSOM's HEALS curriculum in August 2021 came the need to choose a Director for the Intersession courses, a key component of the new second-year curriculum. It wasn't surprising when Dr. Antonio Pessegueiro was selected as he had previously served as Co-Chair of the Clinical Foundations course. As someone who graduated from DGSOM and went on to do his residency at UCLA, Antonio's close ties to the UCLA medical community made him a solid choice to help create and implement new Intersession courses.

“I’ve always liked the transition period from the pre-clinical year to the clerkship year,” he says. “It is a transformative period for medical students and I wanted to be a part of that.”

As a faculty member, he acknowledges how students' expectations have changed over the years. "I've seen learners change in terms of their needs and what they expect from their education, particularly regarding the learning methods that work best for them." Antonio has seen first-hand the value of simulation-based learning as an alternative to the old model of sitting in the lecture hall all day. “I’ve always been appreciative of the talents of the Sim Team and the SP program in creating these really authentic experiences that truly enhance the learning for our medical students.” As time has passed, Antonio came to realize more and more of the curriculum could be transitioned to simulation-based learning and so he has led that effort. Notable examples include curriculum centered on interprofessional teamwork and communication as well as ethics education, both of which have been transitioned to simulation-based activities. Antonio says students have expressed appreciation for this change and the opportunity it brings for more hands-on practice.

As with so many other courses, a challenge Intersessions faces is assuring an adequate supply of faculty members to help facilitate events with an eye toward keeping learner group sizes small. Antonio has found a valuable resource in the SP program. "The [trained] SPs have been able to provide valuable feedback to our students. This often means we don't need faculty members in the room which helps us mitigate some of our faculty resource needs throughout the year."

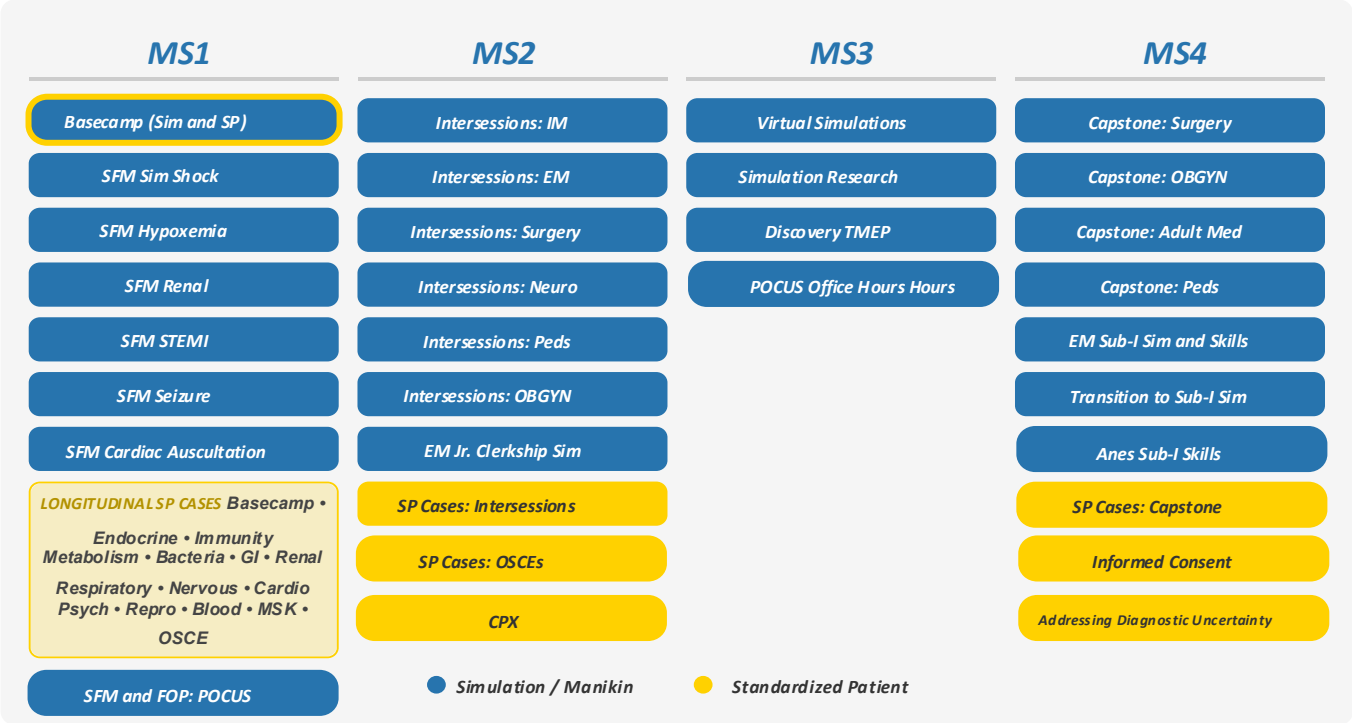
As a final thought, Antonio expresses gratitude for Rosenfeld Hall which affords the opportunity to have much of the Intersessions curriculum under one roof. "The opening of Rosenfeld Hall has been a blessing. It offers a variety of spaces that allows us to host widely-varied activities all under one roof. Time can be tight, but we can hold SP encounters on Level 1, then go downstairs to run simulations using high-fidelity manikins, then go upstairs to CASIT and practice Foley catheter insertion, NG tube insertion, and suturing. We wouldn't be able to do all of this as efficiently as we do now in Rosenfeld Hall if we had to find random spaces at other sites on campus."

INTEGRATING SIMULATION ACROSS THE CURRICULUM

The HEALS Curriculum: A Four-Year Journey

The David Geffen School of Medicine's HEALS curriculum represents a revolutionary approach to medical education – integrating early clinical experiences, interprofessional learning, and competency-based education across three carefully designed phases (case-based learning, clinical rotations and leadership/research training). Simulation training is a core component throughout the four years.

Behind this transformative curriculum are dedicated course directors who architect and lead the educational experiences that define the UCLA medical school journey, transforming the traditional model into a hands-on immersive learning experience.



BASE CAMP
Natasha Wheaton, MD
Sim Leads: Michael Yashar, MD & Max Berger, MD
Gateway to medical school featuring "Day 1" clinical skills and professional identity formation simulations.

SCIENTIFIC FOUNDATIONS OF MEDICINE (SFM)
Esteban Dell'Angelica, PhD
Sim Lead: Jason Napolitano, MD
Integrates basic science with clinical application through high-fidelity physiology simulations (Shock, STEMI, Hypoxemia).

FOUNDATIONS OF PRACTICE (FOP)
Sarah Gustafson, MD & Peter Quiros, MD
Longitudinal clinical skills curriculumutilizing Standardized Patients for physical exam and communication training.

INTERSESSIONS
Antonio Pessegueiro, MD
Strategic simulation weeks between clerkships, including the new OR Walkthrough curriculum for surgery preparation

DISCOVERY YEAR
Natasha Wheaton, MD
Advanced training period where students can pursue simulation-based scholarly projects and instructor training.

CAPSTONE
Edward Ha, MD, MEd
Final preparation for residency bootcamps, featuring specialty-specific high-acuity scenarios

RESEARCH / INNOVATION

Active Research/Innovation Projects

The UCLA Simulation Center conducts numerous ongoing research studies exploring innovations in medical education and simulation. This work evaluates new technology and emerging cutting-edge approaches to healthcare training, exploring its potential to improve future clinical education and patient care. Below are some of our ongoing projects.

AI Phone Call Simulation with Feedback (PI: W. Scott Comulada, DrPH)

We are investigating the use of AI voice-driven simulated phone calls and AI generated feedback to improve trainees' clinical communication skills and confidence.

Debriefing Dojo: AI-enhanced debriefing practice (PI: Yue-Ming Huang, EdD)

We are exploring how AI-supported conversation simulation can reinforce debriefing skill development for medical educators and facilitators. Selected as a Bright Ideas Showcase finalist at the 2025 AMA ChangeMedEd Conference.

Perioperative Language Equity Training (PI: Cecilia Canales, MD, MPH)

We are exploring how immersive VR approaches can improve clinician / interpreter communication and perioperative language equity for non-English speaking patients.

E-FAST Ultrasound Simulation (PI: Alan Chiem, MD)

We are evaluating screen-based virtual simulation for teaching E-FAST ultrasound skills and knowledge for use in trauma settings.

VR Pathology Lab Tour (PI: Kene Ojukwu, MD)

We are examining the educational impact of an immersive VR module that follows the journey of a specimen through pathology laboratory environments and workflows.

Virtual Tour of Rosenfeld Hall (created by Daniel Weisman, MFA)

Our online, interactive tour of the UCLA Simulation Center and CASIT facilities at Rosenfeld Hall allows user groups to explore the full facility remotely.

PUBLICATIONS & PRESENTATIONS

Pilot Test of an AI Voice-Driven Simulation With Feedback for Medical Students to Practice Discussing Diagnostic Test Results With Patients

Results from a pilot study evaluating an AI voice-driven simulation that provides feedback to medical students practicing patient-centered communication of diagnostic test results.

Author: W. Scott Comulada, et al. Cureus (2025). doi:10.7759/cureus.95606

AI-Driven Communication Training for Medical Students to Practice Discussing Abnormal Mammogram Results With Patients: Development of a GPT-4 Powered Virtual Simulated Patient

Published on our development of a screen-based virtual simulated patient training and our exploration of novel prompt design methods for crafting AI powered simulation scenarios.

Author: Daniel Weisman, et al. JMIR Formative Research (2025). doi:10.2196/65670

Developing an AI-Powered Training Simulation to Help Medical Students Rehearse Difficult Conversations with Patients

Described the development of an AI-driven simulation that allows medical students to practice and receive feedback on delivering difficult clinical news to patients.

Presented by: Daniel Weisman, W. Scott Comulada, Yue Ming Huang
International Meeting on Simulation in Healthcare (IMSH) 2025; Orlando, FL.

Language Equity in Perioperative Neurocognitive Disorders: Development of a Screen-Based Virtual Simulation

Presented our 360-degree screen-based simulations to train anesthesiology residents on effective communication with non-English speaking patients and interpreters.

Presented by: Daniel Weisman, Yue Ming Huang, Cecilia Canales
International Meeting on Simulation in Healthcare (IMSH) 2025; Orlando, FL.

Looking Ahead

This year has been defined by expansion, innovation, and a deepened commitment to our core mission. As healthcare evolves, so too must the ways in which we train the next generation of providers. We have much to look forward to and explore together. Among them is leveraging AI simulations to provide more practical opportunities for students and trainees to rehearse difficult conversations, improve communication skills and make critical patient management decisions in a safe learning environment, and to provide faculty development for our educators to streamline curriculum development and create valuable immersive learning experiences. Our efforts are focused on creating precision education and making training efficient without losing the human touch, to ensure that every learner who enters our center leaves better prepared to provide safe, effective, and compassionate care.

We have been awarded grants from the Bedari Kindness Institute and the UCLA Teaching & Learning Center which will enable us to continue our research and innovations despite the ongoing budget cuts. Partnering with Dr. Serena Wang, Chair of the AI for Medical Education Council, and other leaders on AI at UCLA Health and DGSOM, we are exploring new ways to train healthcare professionals in the age of AI. We are offering workshops to learn how to ethically and effectively use AI tools for medical education and clinical simulations to teach compassionate communication skills, and all are welcome to enroll in our course Foundations in AI for Medical Education on BruinLearn to learn more. We are also expanding our translational research to study patient and workflow outcomes through interprofessional in-situ simulations in our Ronald Reagan and Santa Monica hospitals.

While challenges remain, we are confident that through strategic leadership, collaboration with our talented faculty and staff to secure and share resources, and the generosity of our donors and healthcare partners, we will continue moving forward to sustain our position as a global leader in simulation training. We look forward to innovating in AY25-26 with all of you!

Giving opportunities are available, and we welcome all gifts to the UCLA Simulation Center.

Contact

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