**INTRODUCTION/STUDY QUESTION**

Simulation has emerged as a vital tool in the education of our current trainees in anesthesiology. A significant effort is placed on realism of the physical environment to optimize medical fidelity of a simulation. The fidelity or realism of the simulator, the simulation setting, and other factors are believed to impact the effectiveness of the learning experience, but many aspects of fidelity are not well understood.

Different realms of fidelity exist. There is Physical fidelity (simulation setting and equipment), functional fidelity (e.g. the actions and interactions during the simulation) and psychological fidelity (e.g. engagement and processing demands) all of which may all contribute to the overall impression of realism of a simulation event. We undertook this survey to compare the attributes of a simulator and/or a simulation scenarios that affect the perceived realism for participants and faculty during a one-day pediatric anesthesia boot camp.

**METHODS**

Fellows and Faculty were asked to fill in a voluntary, anonymous survey on Red Cap about their perceptions of realism or fidelity of their simulation experiences which are components of the overall educational experience. Perceptions of Fellows and Faculty were compared based on their response to questions regarding perceived fidelity and written feedback.

**RESULTS**

For the high fidelity simulation station (hemorrhage scenario) both faculty and learners perception of the reality of the scenario in all the categories was above 70% and close to 90% of participants felt that the learning objectives were achieved. For the Airway station (hands-on skills station) the faculty perception of realism of the scenario was much lower than the learners perception. Despite this about 90% of the learners felt that the learning objectives were achieved.

**CONCLUSION/DISCUSSION**

In our report there appear to be some differences in perception of reality between faculty and trainees. It will be helpful to understand these differences between faculty and fellow perceptions to improve the participant engagement and learning.

Although considerable interest has been placed on the learner’s perceptions, evaluation of the facilitators (educators) impression of fidelity may also be instructive in designing educational activities. If both the learner and the facilitators find the simulation sufficiently realistic it can be more engaging and can lead to a more rewarding learning experience.

**References**