SOCIETY FOR SIMULATION IN HEALTHCARE

Is My Program Ready to Apply?

SSH Accreditation Self-Study Guide

Council for Accreditation of Healthcare Simulation Programs

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Accreditation Self-Study Guide

This guide is designed to allow programs to assess readiness to apply for SSH Accreditation. The self-study guide includes:

1. Background of SSH Accreditation
2. Benefits of SSH Accreditation
3. Eligibility and Standards
4. Accreditation Self Study

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Background: Accreditation in Healthcare Simulation

The Society for Simulation in Healthcare (SSH) was established in January 2004 to represent the rapidly growing group of educators, research scientists, and advocates who utilize a variety of simulation methodologies for education, testing, and research in healthcare. The membership of the Society is united by its desire to improve performance and reduce errors in patient care using multi-modal simulation methodologies including task trainers, patient simulators, virtual reality, screen-based simulators and standardized patients. Recognizing that simulation represents a paradigm shift in health care education, SSH promotes improvements in simulation technology, educational methods, practitioner assessment, and patient safety that promote competent and excellent patient care, including continuous measurements and improvements in patient outcomes. Consistent with its mission –to lead in facilitating excellence in interprofessional healthcare education, practice, advocacy, and research through simulation modalities- the Society has developed an accreditation process for simulation programs focused on healthcare.

For purposes of this accreditation process, a Simulation Program in Healthcare (here forward known as "Program") is defined as an organization or group with dedicated resources (personnel and equipment) whose mission is specifically targeted toward improving patient safety and outcomes through assessment, research, advocacy and education using simulation technologies and methodologies. Programs seeking SSH accreditation will demonstrate compliance with **Core Standards** and fulfillment of standards applied to one or more of three areas of simulation/simulator use:

1. Assessment
2. Research
3. Teaching/Education

A Program may seek accreditation for its overall system efforts in the following arena only if they are applying for accreditation in one of the above 3 areas. Systems Integration and Patient Safety cannot be applied for as a "stand-alone" area. A program **cannot only be accredited** in Systems Integration and Patient Safety.

4. System Integration and Patient Safety

Benefits of SSH Accreditation

The benefits of accreditation accrue value to the organization, the industry and the community. Benefits include, but are not limited to:

- Improves healthcare education through the identification of best practices and recognition of practice
- Improves healthcare simulation through providing standardization and a pool of knowledge of best practices
- Strengthens patient safety efforts through support of simulation modalities
- Supports education and consultation on good practices and benchmarks to improve business operations
- Encourages the sharing of best practices through education and consultation
- Provides external validation of individual simulation programs
- Strengthens organizational, community, and learner confidence in the quality of education and services
- Garners local support, resources, and commitment
- Fosters a feedback loop between education and practice by participating in a continuous process of improvement
- Encourages performance improvement within the simulation program
- Provides a competitive edge in the community, program offerings, and grant funding
- Provides a customized, intensive process of review grounded in the unique mission and values of the organization
- Enhances staff recruitment and development
- Recognizes expertise in simulation above and beyond domain expertise

ELIGIBILITY & STANDARDS

A Program is eligible for SSH Accreditation when it is able to demonstrate compliance with the established core and area specific standards. A program must have a minimum of two years experience in the functional area in which accreditation is sought.

All programs must demonstrate compliance with the criteria associated with the following six Core Standards:

CORE STANDARDS

1. Mission & Governance
2. Organization & Management
3. Facilities, Technology, Simulation Modalities, and Human Resources
4. Evaluation & Improvement
5. Integrity
6. Security
7. Expanding the Field

In addition, the Program must demonstrate compliance with the standards/criteria in **one or more** of the following functional areas:

ASSESSMENT STANDARDS

1. Resources & Technology
2. Assessors & Staff
3. Assessment Tools
4. Assessment Support

RESEARCH STANDARDS

1. Mission
2. Research Expertise
3. Research Oversight
4. Research Activities
5. Compliance

TEACHING/EDUCATION STANDARDS

1. Learning Activities
2. Qualified Educators
3. Curriculum Design
4. Learning Environment
5. Ongoing Curriculum Feedback & Improvement
6. Educational Credit

An **additional option** for Programs who have met the above requirements to be recognized in the functional area(s) of Assessment, Research, and/or Teaching/Education is to seek accreditation in the area of System Integration & Patient Safety Standards:

SYSTEM INTEGRATION & PATIENT SAFETY STANDARDS

1. Mission & Scope
2. Integration with Quality and Safety Activities

Council for Accreditation of Healthcare Simulation Programs

Accreditation Standards and Measurement Criteria

Revised January 2013

Core Standards and Criteria
(Required of All Applicants)

Core Standards are the fundamental operational standards that underpin the success of a Program. There are standards associated with seven (7) elements that all Programs must meet regardless of the specific area in which they are applying for accreditation.

The 7 Core Standards are related to: (1) Mission & Governance, (2) Organization & Management, (3) Facilities, Application, & Technology, (4) Evaluation & Improvement, (5) Integrity, (6) Security, and (7) Expanding the Field.

CORE STANDARDS FOR ALL APPLICATIONS

TO BE ACCREDITED, **CRITERIA IN BOLD FONT ARE REQUIRED**. HOWEVER, ALL CRITERIA CONTRIBUTE TO THE ACCREDITATION PROCESS. APPROVED OR WRITTEN DOCUMENTS ARE PREFERRED

1.MISSION AND GOVERNANCE: *There is a clear and publicly stated mission that specifically addresses the intent and functions of the Simulation Program, and how the Program is linked to the larger organization, if one exists*

Met	Not Met	
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Mission and Governance standards described within Section 1 (not more than 250 words)***
☐	☐	b. *There is clear and publicly stated mission that specifically addresses the intent and functions of the Simulation Program* i. **Provide a copy of the Program's mission and/or vision.**
☐	☐	c. *The Simulation Program is linked to the larger organization, if one exists* i. **Describe how the simulation program is linked to the larger organization, if one exists**

☐	☐	d. *Describe the process used to review and approve the activities/functions of the Program by its designated governing or oversight body (e.g. the body to which the Simulation Program reports)*
		   i. **The Program's organizational chart or structure (at least up to the level of the governing body to which the Program reports)**
		   ii. **A letter of support from the senior administrative officer to whom the Program reports**

2. ORGANIZATION AND MANAGEMENT: *There is an organizing framework that provides adequate resources (fiscal, human, and material) to support the mission of the Program. There is a strategic plan designed to accomplish the mission of the Program. There are written policies and procedures to assure the Program provides high quality services and meets its obligations and commitments*		
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Organization and Management standards described within Section 2 (not more than 250 words)***

☐	☐	b. *There is an organizing framework that provides adequate resources (fiscal, human, and material) to support the mission of the Program*
		    i. **Provide an organization chart(s) for the Program that: (1) reflects its position within the organization (if different than governance structure as described in section 1.d.i) and (2) outlines programmatic lines of responsibility and authority within the Program, including a director or equivalent for the Program.**
		    ii. **Describe the Program's budget process and identify the individual(s) responsible for fiscal affairs**

☐	☐	c. *The Program is managed by an individual(s) who is/are:*
		    i. **Academically and/or experientially qualified; submit CV/resume/biosketch of the Program leadership as demonstrated in the organizational chart**
		    ii. **Responsible for, and has authority for, the operations of the program; submit job description(s) of the above individual(s) that demonstrate(s) job function and responsibility**
		    iii. **Assigned sufficient time in the role(s) to achieve the goals of the program; describe the amount or proportion of time dedicated to the simulation program (e.g. letter from supervisor and/or job description)**

☐	☐	d. *There is a process in place to provide oversight of simulation activities in the Program* i. **Describe the process for oversight of simulation activities in the Program**
☐	☐	e. *There is a plan designed to accomplish the mission of the Program* i. **Describe the goals for the future of your program and how they will be achieved (e.g. business plan/strategic plan/ operational plan).**
☐	☐	f. *There are written policies and procedures to assure the Program provides quality services and meets its obligations and commitments* i. **Provide a complete copy of your Policy and Procedure Manual (or equivalent operations manual)**

		for the simulation Program. At a minimum, this must include a Table of Contents and policies/procedures that address the criteria described in numerals *ii - vi*:
		   ii. **Quality Improvement Process**
		  iii. **Confidentiality Procedures (including but not limited to, learner confidentiality)**
		  iv. **Mechanisms to protect and address physical and psychological safety of individuals involved in simulation**
		   v. **Appropriate separation of simulation and actual patient care materials (e.g. equipment, supplies, and patient information)**
		  vi. **Storage and maintenance of equipment and supplies**

☐	☐	*g.* *There are processes in place to orient and support simulation program members (e.g administrators, educators, operators, assessors, facilitators, standardized patients, and technicians)*
		   i. **Demonstrate how simulation program members are oriented and supported in their roles within the Program**
		  ii. Document or demonstrate that Staff meetings are conducted at least twice a year.
		  iii. Document or describe how ongoing professional development opportunities are provided and/or supported for program members.

☐	☐	*h.* *There are processes in place to manage and prioritize the use of simulation resources*
		   i. Describe the process(es) and/or provide copies of related policies/procedures
		  ii. Provide up to three (3) examples that demonstrate how simulation resources are prioritized

		**3. FACILITIES, TECHNOLOGY, SIMULATION MODALITIES, AND HUMAN RESOURCES**: *There is an appropriate variety and level of simulation modalities (e.g. standardized patients, manikins, virtual reality, task trainers, etc.) and human resources to support/achieve the goals of the Program. The environment is conducive to accomplish the Program's teaching, assessment, research and/or systems integration activities*
☐	☐	*a.* ***Provide a brief summary of how the Program meets the Facilities, Technology, and Simulation Modalities standards described within Section 3 (not more than 250 words)***
☐	☐	*b.* *The Program has a process for determining what simulation modalities and relevant technologies are selected for use in various educational, assessment, research and/or systems improvement activities* *i.* **Document or describe how the Program accesses expertise regarding the appropriateness of technology devices, applications, and integration thereof within the Program**

		ii. **Document or describe the Program's process to identify the optimum simulation modality and equipment to achieve the intended objectives** *iii.* Document or describe the Program's process to identify and recruit individuals to design and deliver the courses/programs (with appropriate content and/or simulation expertise)

☐	☐	*c.* *The Program has technology resources that support its functions consistent with its mission and vision. The Program has the ability to obtain, maintain, and support simulation modalities and relevant technologies to achieve its educational, assessment, research and/or systems improvement activities.*
		   i. Provide list of simulation equipment
		   ii. Document or describe the mechanism(s) for maintenance of simulation equipment
		   iii. Describe resources or processes to continue ongoing facility, technology and application improvements.

☐	☐	*d.* *The Program has appropriate physical areas for activities such as education, technology storage, and debriefing, as appropriate with the mission of the Program.*
		   i. Provide narrative description of the facility detailing the environment for education, functionality and intended use of the rooms.
		   ii. Provide floor plan/blueprints and/or photographs of facility associated with the program as appropriate (i.e. in-situ simulation setup)

☐	☐	*e.* *The Program provides an adequate number and variety of simulation offerings to develop and maintain expertise:*
		   i. **Provide a list of simulation courses offered, including targeted learners**
		   ii. **Provide a list of educators (e.g. content experts, instructors, facilitators, trainers)**
		   iii. Provide a list of Certified Healthcare Simulation Educators (CHSE)
		   iv. Provide the number of participants this year
		   v. Describe the types and/or groups of learners this year
		   vi. Provide total numbers of Learner Contact Hours this year
		   vii. Describe the anticipated trends of simulation use for the forthcoming year (e.g. areas of expansion or change)

4. EVALUATION AND IMPROVEMENT: *The Program has a method to evaluate its overall program and services areas, as well as the individual educational, assessment, and/or research activities in a manner that provides feedback for continued improvements*

☐	☐	*a.* ***Provide a brief summary of how the Simulation Program meets the Evaluation and Improvement standards described within Section 4 (not more than 250 words)***
☐	☐	*b.* *The program has a plan for systematic quality improvement (QI)/ performance improvement (PI) that includes but*

		is not limited to assessment of learner outcomes and achievement and course evaluation by course participants, at least annually. i. **Document or describe quality or performance improvement processes** ii. **Document or describe quality or performance improvement activities identified in last two (2) years. A minimum of three (3) improvements is required.**
**5. INTEGRITY**: *All activities, communications, and relationships demonstrate a commitment to the highest ethical standards*
☐	☐	a. ***Provide a brief summary of how the Simulation Program demonstrates its commitment to high ethical standards (not more than 250 words)***
**6. SECURITY**: There is appropriate documentation and organizational policies and mechanisms in place to assure that data/test security and learner confidentiality are maintained
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Security standards described within Section 5 (not more than 250 words)***
☐	☐	b. *The Program is compliant with accepted standards for data security and participant confidentiality.* i. **Document or describe the process to maintain confidentiality about participant performance** ii. **Document or describe the process to maintain data confidentiality** iii. **Describe the process of maintaining the confidentiality of records, including videos.**
**7. EXPANDING THE FIELD**: *The Program demonstrates commitment to advocate for healthcare simulation and contributes to the field of simulation*
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Expanding the Field requirements standards described within Section 6 (not more than 250 words)***
☐	☐	b. *Activities of the Program and its staff extend beyond the Program (reaching an institutional, community, regional, national and/or international audience) and contribute to the body of knowledge in the simulation community* i. **Provide documentation that at least one (1) individual active in the Program is a member of a local, national, and/or international simulation society.** ii. Provide a list (up to 10) of activities, published articles, research, and/or book chapters that contribute to knowledge within or about the simulation community (locally, regionally, nationally and/or internationally) iii. Provide a list (up to 10) of presentations at local, regional, national and/or international meetings and conferences, which are based on its simulation activities.

Assessment Standards and Measurement

Application for accreditation in *Assessment* will be limited to those organizations conducting simulation assessments characterized by: trained raters, valid and reliable tools, and consistent testing conditions. Assessment leadership and assessors must be competent in the art and science of human performance assessment. Assessment tools may be (1) obtained from a peer-reviewed journal (2) defined by professional societies, licensing bodies or certification organizations or (3) modified or created *de novo* if justified via expert panel review process.

ASSESSMENT STANDARDS

TO BE ACCREDITED, **CRITERIA IN BOLD FONT ARE REQUIRED**. HOWEVER, ALL CRITERIA CONTRIBUTE TO THE ACCREDITATION PROCESS. APPROVED OR WRITTEN DOCUMENTS ARE PREFERRED

Met	Not Met	
1. RESOURCES & TECHNOLOGY: *Facilities, technology, and simulation modalities, such as standardized patients, and equipment are appropriate for the summative assessment of individual and team knowledge and/or skills*		
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Applications & Technology standards described within Section 1 (not more than 250 words)***

☐	☐	b. *Facilities, simulation modalities (e.g. standardized patients), and available assessment technology are appropriate for assessment of individual and team knowledge and/or skill*
		     i. **Document or describe the process in place to link the assessment activities to the Program goals**
		     ii. **Provide a list of the simulation program's assessment activities and the associated assessors for the past 2 years**
		     iii. **Onsite, the Program provides documentation of three (3) assessment activities (selected by reviewers on-site)**
		     iv. Document or describe how the facilities are appropriate for the individuals/teams being assessed and level of assessment being undertaken
		     v. Document or describe how simulation modalities are selected for assessment activities; provide 3 examples

2. ASSESSORS & STAFF: *There are qualified assessors & staff to conduct the assessment activities*		
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Assessors & Staff standards described within***

☐ ☐		*Section 2 (not more than 250 words)*
☐ ☐		b. *Assessors are qualified by virtue of their education and/or experience to conduct valid and reliable assessments.* i. **Document or describe the process used to match the assessor to the type of assessment activity.** ii. **Onsite, the Program provides documentation that three (3) assessors (selected by reviewers on-site) follow the described process** iii. Provide curriculum vitae, biosketch, or resumes for all core assessors (maximum of 5)
☐ ☐		c. *Assessor performance is evaluated, at least annually, to assure ongoing professional development and competence* i. **Describe or document the process to evaluate assessors** ii. **Provide evaluation of all assessors for the past two years (maximum of 5)** iii. Provide curriculum vitae, biosketch, or resume of the two (2) most active individuals who evaluate the assessors
3. ASSESSMENT TOOLS: *There is a systematic process to select appropriate assessment tools*		
☐ ☐		a. ***Provide a brief summary of how the Simulation Program meets the Assessment Tools standards described within Section 3 (not more than 250 words)***
☐ ☐		b. *Assessment methods and tools are consistent, reliable, and valid* i. **Provide examples of three to five tools used for assessment** ii. Document or describe how assessment tools are aligned with learner objectives iii. **Document or describe how students are oriented to the environment and the assessment process** iv. Document or describe the process for assuring that assessment tools are reliable and valid v. Document or describe the process to develop or select assessment tools vi. Document or describe the process to ensure inter-rater reliability
4. ASSESSMENT SUPPORT: *There is adequate support for analysis of data*		
☐ ☐		a. ***Provide a brief summary of how the Simulation Program meets the Assessment Support standards described within Section 4 (not more than 250 words)***
☐ ☐		b. *The Program can demonstrate that it has access to qualified assessment analysis support (e.g. human factors, psychometric, and/or statistical support)* i. **Document or describe access to appropriate qualified assessment analysis support** ii. Provide documentation from all individuals or services providing assessment analysis support

| | acknowledging their involvement with the Program (maximum of 5) |
| | *iii.*   Document or describe resources available to develop assessment tools |

Research Standards and Measurement

Application for Accreditation in Research will be limited to those programs actively involved in data gathering, analysis, and dissemination of knowledge for advancing the science of simulation.

RESEARCH STANDARDS

TO BE ACCREDITED, **CRITERIA IN BOLD FONT ARE REQUIRED**. HOWEVER, ALL CRITERIA CONTRIBUTE TO THE ACCREDITATION PROCESS. APPROVED OR WRITTEN DOCUMENTS ARE PREFERRED

1. MISSION: *The mission statement includes a specific and credible commitment to research activities*

Met	Not Met	
☐	☐	a. **Provide a brief summary of how the Simulation Program meets the Mission standards described in section 1 (not more than 250 words)**
☐	☐	b. *Research activities are linked to the Program goals* i. **Document or describe the process which links the research activities to the Program goals** ii. **Provide a list of all research activities related to simulation and the associated researchers for the past three (3) years (maximum of 20)** iii. **On site: Document or describe how three (3) research activities (selected by reviewers on-site) are consistent with the strategic and/or operational plan** iv. *Provide list of all funded and unfunded research within the past 3 years (maximum of 20)*
☐	☐	c. *The program has an established record of organizational and/or financial support for simulation research* i. Document or describe the program's organizational and/or financial commitment to simulation research

2. RESEARCH EXPERTISE: *Instructors/educators/researchers demonstrate a capability to perform research*

Met	Not Met	
☐	☐	a. **Provide a brief summary of how the Simulation Program meets the Research Expertise standards described in section 2 (not more than 250 words)**
☐	☐	b. *Basic elements of program assessment are present* i. **Document or describe an organized, systematic program of research**

		ii. **Provide a policy and/or procedure related to research program assessment**
		iii. **Document or describe the process utilized for research program assessment**

☐	☐	*c.* *There is evidence of publication and/or presentation of research findings in peer reviewed forums*
		  i. Provide a list of presentations involving simulation research within the past 3 years at local, regional, national and/or international meetings or conferences (maximum of 12)
		  ii. Provide a list of peer-reviewed publications involving simulation research within the past 3 years (maximum of 12)

☐	☐	*d.* *The program has qualified individuals involved in data gathering, analysis, and dissemination of knowledge for advancing simulation research.* *i.* **Provide a biosketch for the two (2) most active researchers**
3. RESEARCH OVERSIGHT: *There is a designated individual(s) who is responsible for administering the research programs.*		
☐	☐	*a.* ***Provide a brief summary of how the Simulation Program meets the Director of Research standards described in Section 3 (not more than 250 words)***

☐	☐	*b.* *The role and functions of a Director of Research are provided for within the organizational structure*
		  i. **Document or describe a Director of Research who is responsible for research related to simulation**
		  ii. Provide a Job description that reflects designated, dedicated time, recommended 20% minimum, for administration of simulation research (e.g. letter from supervisor and/or job description).
		  iii. **Provide a Bio-sketch, CV or resume of Director of Research**

4. RESEARCH ACTIVITIES: *Program emphasizes and supports the application of scholarly approaches to evaluate teaching, assessment and/or systems integration programs and to conduct studies of validation of simulation systems, approaches, or modules.*		
☐	☐	*a.* ***Provide a brief summary of how the Simulation Program meets the Research Activities standards described in Section 4 (not more than 250 words)***

☐	☐	*b.* *Activities of staff promote collaborative relationships and research communications internal and external to the Program*
		  i. Provide a list of at least two (2) collaborative and cooperative research relationships within the last three (3) years external to the Program (collaboration can be within or beyond the institution).
		  ii. Demonstrate or describe research used to assess simulation effectiveness within the program's environment
		  iii. Demonstrate or describe appropriate research support (e.g. access to statistical, Human Factors and/or

☐	☐	psychometric expertise)

☐	☐	c. There are instructors/educators with specific research training and internal/external documentation of collaboration
		    i. Document or describe specific research training and collaboration of instructors and educators
		    ii. Document or describe periodic, at least quarterly, conferences related to simulation (e.g. research forum, grand rounds, visiting professors, journal club)

☐	☐	d. There is mentoring of simulation research i. Provide a list of all mentoring and/or coaching pairs (mentors and mentees) in the last three (3) years who have participated in the mentoring process with a brief description of their involvement with the Program (maximum of 10 pairs)
5. COMPLIANCE: *Research protocols are in accordance with accepted research standards*		
☐	☐	***a. Provide a brief summary of how the Simulation Program meets the Compliance standards described in Section 5 (not more than 250 words)***

☐	☐	b. *There is access to and documentation of compliance with national research standards processes.*
		    i. Document or describe research policies and procedures including data storage policies and procedures
		    ii. Document or describe compliance with your national, regional, and/or institutional research standards (IRB; e.g. letter of approval from IRB and/or a statement of compliance in a peer-reviewed publication)

Teaching/ Education Standards and Measurement

Application for Accreditation in the area of Teaching/ Education will be limited to those Programs who demonstrate regular, recurring activities with defined curricula and ongoing validation that employs simulation methodologies appropriate for learning objectives to instruct, teach, or train participants for formative integration of cognitive, procedural, and attitudinal goals. The program will be able to demonstrate effectiveness of their curriculum.

TO BE ACCREDITED, **CRITERIA IN BOLD FONT ARE REQUIRED**. HOWEVER, ALL CRITERIA CONTRIBUTE TO THE ACCREDITATION PROCESS. APPROVED OR WRITTEN DOCUMENTATION ARE PREFERRED

1. LEARNING ACTIVITIES: *The Program offers comprehensive learning activities using simulation. The Program provides expert orientation to simulation education for instructors/educators and learners. Educational methods are reliable, valid, engaging effective, and, where possible, evidence-based. Appropriate simulation modalities are used to support learning objectives and design.*

Met	Not Met	
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Learning Activities standards described within Section 1 (not more than 250 words)***
☐	☐	b. *Educational activities are linked to the program goals* i. **Document or describe the process which links the educational activities to the Program goals**
☐	☐	c. *Educational activities using simulation occur on a regular, recurring basis* i. **List all simulation-based educational programs, and the associated educators, offered over the past two (2) years (see definition of educators in section 2)** ii. Document or demonstrate that at least two (2) courses occur on a regular and recurring basis iii. Provide the number of learner contact hours for the Program each year for the past two (2) years
☐	☐	d. *An expert in simulation education oversees the Program's educational activities* i. Document or demonstrate the qualifications of a simulation expert who oversees programs and educational activities
☐	☐	e. *Simulation education curricula and education materials are reviewed and updated at least annually, using expert*

		review, peer review, internal feedback or other appropriate processes.
		    i. **Document or demonstrate how simulation education materials are reviewed and updated**
		   ii. Document or demonstrate the process to develop or utilize curricular components based on needs or gap analysis, expert assessment, learner request and/or curricular or regulatory requirements

☐	☐	*f. Simulation modalities are appropriate for the learning objectives* i. **Describe how simulation modalities are selected for specific educational activities**

2. QUALIFIED EDUCATORS: *There is access to qualified educators for the educational offerings provided. For the purposes of this section, an educator is an individual who may be an expert in simulation or an expert in a specific subject or content area, who participates in providing an educational experience for the learner(s). Instructors, facilitators, content experts and simulationists may all be considered educators in the appropriate circumstances.*

☐	☐	***a. Provide a brief summary of how the Simulation Program meets the Qualified Educators standards described within Section 2 (not more than 250 words)***
☐	☐	*b. The Program has access to qualified educators* i. **Provide a list of key educators (maximum of 5) with biosketch specific to simulation (e.g. orientation, professional development, years of experience)**
☐	☐	*c. Simulation educators and/or content experts are selected to match the learner group's level of study* i. **Describe the process to match the qualifications of the educator to the characteristics of the learning activities.**

☐	☐	*d. Simulation Educators are evaluated at least annually to assure ongoing development and competence*
		    i. **Describe the process to evaluate educators.**
		   ii. Onsite, the program provides documentation that three (3) educators (selected by reviewers on-site) follow the described process

☐	☐	*e. Simulation based courses involve personnel with expertise in simulation in the development and/or delivery of the courses*
		    i. Describe how personnel with expertise in simulation are involved in the development and/or delivery of courses
		   ii. Provide a curriculum vitae, resume or biosketch of the individuals (maximum of 5) involved in the development and/or delivery of courses.

☐	☐	*f.* Simulation educators receive initial orientation and engage in ongoing professional development 　*i.* **Document or demonstrate the process for initial orientation including: (1) feedback/debriefing techniques and (2) appropriate documentation and evaluation tools** 　*ii.* **Document or describe how content experts who may not be simulation experts are oriented to the environment, including appropriate documentation and evaluation tools** 　*iii.* **Document or demonstrate the evaluation and feedback processes for educators including feedback from participants and changes implemented; provide 3 examples** 　*iv.* **Document or describe how educators engage in ongoing professional development to improve their simulation skills, such as attending meetings, performing simulation education research activities, etc.**

3. CURRICULUM DESIGN: *Curriculum design follows a rational process based on currently understood education theory*

☐	☐	***a.* Provide a brief summary of how the Simulation Program meets the Curriculum Design standards described within Section 3 (not more than 250 words)**
☐	☐	*b.* The Program uses a curriculum design process that involves appropriate learning theories 　*i.* **Describe curricular design process and provide tools used in the simulation curricular design process** 　*ii.* **Onsite, the Program provides documentation of three (3) teaching activities (selected by reviewers on site)**
☐	☐	*c.* There is a logical approach for simulation design, development, and selection 　*i.* **Document or demonstrate that educational principles are used in the design and development of Courses**

4. LEARNING ENVIRONMENT: *Simulation event is conducted in an environment to optimize the achievement of learning objectives*

☐	☐	***a.* Provide a brief summary of how the Simulation Program meets the Learning Environment standards described within Section 4 (not more than 250 words)**
☐	☐	*b.* The learning environment of a simulation event is conducted in a manner to optimize the achievement of learning objectives 　*i.* On site: Provide videos of actual learning activities for reviewers to select on-site for review

5. ONGOING CURRICULUM FEEDBACK AND IMPROVEMENT: *The program continually updates and improves its courses*		
☐	☐	*a.* ***Provide a brief summary of how the Simulation Program meets the Ongoing Curriculum Feedback and Improvement standards described within Section 5 (not more than 250 words)***

☐	☐	*b.* *The Program has mechanisms in place to obtain feedback from course participants and course educators*
		    i. **Document or demonstrate that course evaluations are conducted in a systematic and routine manner**
		    ii. **Provide evaluations, completed by either course participants or course educators, from three (3) to five (5) courses offered within the last year**

☐	☐	*c.* *The Program has a mechanism for incorporating feedback into future offerings and record keeping supports evaluation, validation, and research of curriculum:* *i.* **Document or demonstrate how evaluations have been used to prompt course or program changes**

☐	☐	*d.* *Records of all learner, instructor, and coordinator activities are maintained*
		    i. **Evaluations describe whether courses met the educational objectives**
		    ii. **Document or demonstrate how learner, educator, and administrative records are maintained**

6. EDUCATIONAL CREDIT: *The program has a mechanism to offer formal credit for educational activities in the form of continuing education credits as appropriate for various disciplines.*		
☐	☐	*a.* ***Provide a brief summary of how the Simulation Program meets the Educational Credit standards described within Section 6 (not more than 250 words). If no educational credit is provided, please provide a brief explanation.***
☐	☐	*b.* *The Program has a demonstrated ability to offer continuing education credit* *i.* List all continuing education (CE) courses within the last year (maximum of 5)

Systems Integration: Facilitating Patient Safety Outcomes

Application for accreditation in the area of Systems Integration: Facilitating Patient Safety Outcomes will be available to those Programs who demonstrate consistent, planned, collaborative, integrated, and iterative application of simulation-based assessment; Quality& Safety; and teaching activities with Systems Engineering and
Risk Management principles to achieve excellent bedside clinical care, enhanced Patient safety, and improved outcome metrics across a healthcare system.

SYSTEMS INTEGRATION & PATIENT SAFETY

TO BE ACCREDITED, **CRITERIA IN BOLD FONT ARE REQUIRED**. HOWEVER, ALL CRITERIA CONTRIBUTE TO THE ACCREDITATION PROCESS. APPROVED OR WRITTEN DOCUMENTS ARE PREFERRED

1. **MISSION AND SCOPE**: *The program functions as an integrated institutional Safety, Quality, and Risk Management resource that uses Systems Engineering, Human Factors, Quality, Safety and/or Risk Management principles and engages in bi-directional feedback to achieve enterprise-level goals and improve quality of care.*

Met	Not Met	
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Mission and Scope standards described in section 1 (not more than 250 words)***

☐	☐	b. *Simulation activities are clearly driven by the strategic needs of the involved clinical facility or healthcare system(s).*
		    i. **The Mission or Vision statement(s) of the program specifically addresses the intent and functions of the simulation program including: (1) impacting integrated system improvement within a complex healthcare environment, (2) enhancement of the performance of individuals, team, and organizations, and (3) creating a safer patient environment and improving outcomes.**
		    ii. **Document or describe how the Simulation Program has been used as a resource by Risk Management, Quality/ Safety and/or similar organizational structure for enterprise improvement with bi-directional feedback during the past two years.**
		    iii. **Provide a letter (2 pages maximum) from organizational Risk Management, Enterprise Improvement, Safety and/or Quality Improvement leadership supporting the Program's role in**

		achieving Organizational Risk, Quality, Value and/or Safety goals

☐	☐	c. *The Program has a demonstrated history of participation in organizational process improvement including measurement of outcomes for purposes of improvement.*
		    i. Document or demonstrate three (3) examples of Simulation used by the program in an integrated fashion to facilitate Patient Safety, Risk Management, Enterprise Improvement and/or Quality Outcomes projects/activities. Optimum supporting documentation for each project/activity would include numerals *ii-v* below
		    ii. Document or Describe a Systems Engineering, Human Factors or other systematic approach used to solve or mitigate an enterprise-defined safety, quality or value concern(s), including bi-directional accountability for the activity/project (e.g. charter, A3, process improvement map, root cause analysis, cycles of improvement, etc.)
		    iii. Report of findings to organizational leadership, including minutes demonstrating review and feedback
		    iv. Provide documentation of sustained assessment of associated relevant outcomes
		    v. Provide evidence that demonstrates organizational leadership's ongoing assessment of outcome metrics

		2. INTEGRATION WITH QUALITY & SAFETY ACTIVITIES: *The Program has an established and committed role in institutional Quality Assessment and Safety processes.*
☐	☐	a. ***Provide a brief summary of how the Simulation Program meets the Integration with Quality and Safety activities standards described in section 2 (not more than 250 words)***
☐	☐	b. *There is clear evidence of participation by Simulation leadership in the design and process of performance improvement activities at the organizational level* i. The Program provides Performance Improvement Committee rosters and minutes from at least two (2) meetings during the past 2 years that demonstrate involvement/contributions of personnel associated with the Simulation Program.
☐	☐	c. *There is access to appropriate qualified human factors, psychometric, systems engineering, and/or other appropriate support or resources* i. ***Demonstrate or describe access to appropriate qualified Human Factors, Psychometric, Systems Engineering and/or other appropriate support or resources***