



## Certification Standards and Elements

## PROFESSIONAL VALUES & CAPABILITIES

STANDARDS/ELEMENTS	SUGGESTED EVIDENCE	MECHANISM TO VALIDATE
<b>1. INTEGRITY AND MOTIVATION</b>		
a. Demonstrates an awareness of and adherence to applicable laws and accepted ethical standards as published for each healthcare profession.	<ul style="list-style-type: none"> <li>Identifies and demonstrates knowledge of and adherence to legal issues and ethical standards in design and implementation of educational activities in the simulation environment.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Letters</li> <li>Examination</li> </ul>
b. Treats all learners and colleagues honestly and fairly and maintains a professional manner in educational and interpersonal activities.	<ul style="list-style-type: none"> <li>Consistent theme in character, integrity and honesty in educational work.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Letters</li> <li>Personal Statements</li> </ul>
c. Committed to excellence in simulation education.	<ul style="list-style-type: none"> <li>Commitment to excellence and success.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Letters</li> <li>Personal Statements</li> </ul>
d. Demonstrates a commitment to the overall educational objectives of the curriculum or simulation program.	<ul style="list-style-type: none"> <li>Understands the overall educational objectives and ethos for each curriculum/program.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Letters</li> <li>Personal Statements</li> </ul>
e.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>2. LEADERSHIP</b>		
a. Demonstrates advocacy for simulation education.	<ul style="list-style-type: none"> <li>Participates and contributes to a professional organization related to simulation.</li> <li>Is recognized as a Simulation contact or local expert in simulation within their organization.</li> <li>Serves as a role model for simulation in their local learning community of practice.</li> <li>Advocates for healthcare simulation in their local healthcare community.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Letters</li> <li>Personal Statements</li> <li>Resume/CV</li> </ul>
b. Demonstrates leadership capabilities.	<ul style="list-style-type: none"> <li>Assumes leadership roles in local educational course development and delivery.</li> <li>Effectively delivers a local educational program or intervention</li> <li>Effectively engages with learners.</li> <li>Influences and negotiates locally.</li> <li>Supports and develops others.</li> <li>Prioritizes educational and student needs.</li> <li>Develops, mentors, and coaches learners.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Letters</li> <li>Personal Statements</li> <li>Resume/CV</li> </ul>

## KNOWLEDGE OF EDUCATIONAL PRINCIPLES, PRACTICE, AND METHODOLOGY IN SIMULATION

STANDARDS/ELEMENTS	SUGGESTED EVIDENCE	MECHANISM TO VALIDATE
a. Demonstrates knowledge in the construction of a simulation educational intervention: Needs assessment, writing goals and objectives and designing instructional modules.	<ul style="list-style-type: none"> <li>• Has knowledge of the basic concepts of a needs assessment, educational goals and objectives.</li> <li>• Has knowledge of the basic concepts behind instructional design.</li> <li>• Provides examples of instructional materials, based on educational principles, which were created by the applicant for medical simulation exercises.</li> <li>• Provides examples of case blueprints or similar grid that demonstrate awareness of the clinical skills to be taught or assessed using simulation.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Resume/CV</li> <li>• Letters of reference</li> </ul>
b. Demonstrates a knowledge of simulation as an educational tool (e.g., experiential learning, reflection)	<ul style="list-style-type: none"> <li>• Has knowledge of basic tenets of experiential learning theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
c. Demonstrates appropriate awareness of cultural, gender, and experiential diversity.	<ul style="list-style-type: none"> <li>• Demonstrates awareness of the potential influences of cultural, gender and experiential diversity on learning through appropriate design of the educational intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Letters of reference</li> </ul>
d. Understands the various modalities of simulation training (e.g., manikins, standardized patients, virtual environments)	<ul style="list-style-type: none"> <li>• Has knowledge of the basic concepts behind several simulation modalities (For example: Standardized and Simulated Patients, mannequins, task trainers, virtual reality, computer based instruction, etc...)</li> <li>• Understands the strengths and limitations of current simulation methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
e. Demonstrates an understanding of the concept of realism in simulation and the reliability and validity of measurement tools	<ul style="list-style-type: none"> <li>• Has knowledge of the basic concepts of realism as applied to simulation.</li> <li>• Defines reliability and validity as applied to measurement tools such as checklists.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
f. Demonstrates an understanding of feedback as applied to simulation scenarios	<ul style="list-style-type: none"> <li>• Has knowledge of the concepts of formative and summative feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>

## IMPLEMENTING, ASSESSING, AND MANAGING SIMULATION-BASED EDUCATIONAL INTERVENTIONS

STANDARDS/ELEMENTS	SUGGESTED EVIDENCE	MECHANISM TO VALIDATE
<p>a. Understands the legal, ethical and regulatory implications in healthcare simulation</p>	<ul style="list-style-type: none"> <li>• Has knowledge of the basic concepts of delivery of educational material to learners.</li> <li>• Recognizes the legal, ethical and regulatory issues that affect simulation exercises.</li> <li>• Knows how appropriate educational theory and practice supports the intended educational intervention. May submit self-reflective statement as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Personal Statements</li> </ul>
<p>b. Demonstrates knowledge of the principles of orienting learners and conducting feedback/debriefing exercises.</p>	<ul style="list-style-type: none"> <li>• Can recognize appropriate and inappropriate examples of orienting learners to simulation.</li> <li>• Has knowledge of the effective feedback and debriefing techniques used in simulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
<p>c. Demonstrates an ability to evaluate simulation exercises</p>	<ul style="list-style-type: none"> <li>• Has knowledge of self, peer, and program evaluation of simulation exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Letters</li> <li>• Personal Statements</li> <li>• Examination</li> <li>• Resume/CV</li> </ul>
<p>d. Understands the basic principles of simulation center operations</p>	<ul style="list-style-type: none"> <li>• Has knowledge of the basic principles in the execution of simulation activities.</li> <li>• Has basic knowledge of the technical and materials issues (e.g. video capture, simulation failure, materials and supplies).</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Letters</li> <li>• Personal Statements</li> <li>• Examination</li> <li>• Resume/CV</li> </ul>

## SCHOLARSHIP—SPIRIT OF INQUIRY AND TEACHING

STANDARDS/ELEMENTS	SUGGESTED EVIDENCE	MECHANISM TO VALIDATE
<p>a. Participates in professional development (e.g., conferences, courses)</p> <p>b. Has a role in teaching or managing simulation events in healthcare</p>	<ul style="list-style-type: none"> <li>• Engages in own continuing professional education and development.</li> <li>• Discovers updates in simulation literature as evidenced by: joining list serves; commenting on postings; journal clubs; and performing literature searches.</li> <li>• Obtains continuing education credits pertaining to simulation yearly.</li> <li>• Attends webinars; seminars; meetings and conferences related to simulation education or instruction.</li> <li>• Describes changes and improvement in their own teaching.</li> <li>• Provides a list of scholarly activities in last three years (projects, papers, posters, new curricula developed).</li> <li>• Attends a course or seminar that address writing of grants and proposals for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Statements</li> <li>• Resume/CV</li> </ul>