Certification Standards and Elements
### PROFESSIONAL VALUES & CAPABILITIES

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<th>STANDARDS/ELEMENTS</th>
<th>SUGGESTED EVIDENCE</th>
<th>MECHANISM TO VALIDATE</th>
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<td><strong>1. INTEGRITY AND MOTIVATION</strong></td>
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| a. Demonstrates an awareness of and adherence to applicable laws and accepted ethical standards as published for each healthcare profession. | • Identifies and demonstrates knowledge of and adherence to legal issues and ethical standards in design and implementation of educational activities in the simulation environment. | • Reference Letters  
• Examination |
| b. Treats all learners and colleagues honestly and fairly and maintains a professional manner in educational and interpersonal activities. | • Consistent theme in character, integrity and honesty in educational work. | • Reference Letters  
• Personal Statements |
| c. Committed to excellence in simulation education. | • Commitment to excellence and success. | • Reference Letters  
• Personal Statements |
| d. Demonstrates a commitment to the overall educational objectives of the curriculum or simulation program. | • Understands the overall educational objectives and ethos for each curriculum/program. | • Reference Letters  
• Personal Statements |
| e. | | |
| **2. LEADERSHIP** | | |
| a. Demonstrates advocacy for simulation education. | • Participates and contributes to a professional organization related to simulation.  
• Is recognized as a Simulation contact or local expert in simulation within their organization.  
• Serves as a role model for simulation in their local learning community of practice.  
• Advocates for healthcare simulation in their local healthcare community. | • Reference Letters  
• Personal Statements  
• Resume/CV |
| b. Demonstrates leadership capabilities. | • Assumes leadership roles in local educational course development and delivery.  
• Effectively delivers a local educational program or intervention  
• Effectively engages with learners.  
• Influences and negotiates locally.  
• Supports and develops others.  
• Prioritizes educational and student needs.  
• Develops, mentors, and coaches learners. | • Reference Letters  
• Personal Statements  
• Resume/CV |
## KNOWLEDGE OF EDUCATIONAL PRINCIPLES, PRACTICE, AND METHODOLOGY IN SIMULATION

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| a. Demonstrates knowledge in the construction of a simulation educational intervention: Needs assessment, writing goals and objectives and designing instructional modules. | • Has knowledge of the basic concepts of a needs assessment, educational goals and objectives.  
• Has knowledge of the basic concepts behind instructional design.  
• Provides examples of instructional materials, based on educational principles, which were created by the applicant for medical simulation exercises.  
• Provides examples of case blueprints or similar grid that demonstrate awareness of the clinical skills to be taught or assessed using simulation. | • Examination  
• Resume/CV  
• Letters of reference |
| b. Demonstrates a knowledge of simulation as an educational tool (e.g., experiential learning, reflection) | • Has knowledge of basic tenets of experiential learning theory. | • Examination |
| c. Demonstrates appropriate awareness of cultural, gender, and experiential diversity. | • Demonstrates awareness of the potential influences of cultural, gender and experiential diversity on learning through appropriate design of the educational intervention. | • Examination  
• Letters of reference |
| d. Understands the various modalities of simulation training (e.g., manikins, standardized patients, virtual environments) | • 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...)  
• Understands the strengths and limitations of current simulation methods. | • Examination |
| e. Demonstrates an understanding of the concept of realism in simulation and the reliability and validity of measurement tools | • Has knowledge of the basic concepts of realism as applied to simulation.  
• Defines reliability and validity as applied to measurement tools such as checklists. | • Examination |
| f. Demonstrates an understanding of feedback as applied to simulation scenarios | • Has knowledge of the concepts of formative and summative feedback. | • Examination |
## IMPLEMENTING, ASSESSING, AND MANAGING SIMULATION-BASED EDUCATIONAL INTERVENTIONS

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| a. Understands the legal, ethical and regulatory implications in healthcare simulation | • Has knowledge of the basic concepts of delivery of educational material to learners.  
• Recognizes the legal, ethical and regulatory issues that affect simulation exercises.  
• Knows how appropriate educational theory and practice supports the intended educational intervention. May submit self-reflective statement as evidence. | • Examination  
• Personal Statements |
| b. Demonstrates knowledge of the principles of orienting learners and conducting feedback/debriefing exercises. | • Can recognize appropriate and inappropriate examples of orienting learners to simulation.  
• Has knowledge of the effective feedback and debriefing techniques used in simulation. | • Examination |
| c. Demonstrates an ability to evaluate simulation exercises                         | • Has knowledge of self, peer, and program evaluation of simulation exercises.                          | • Reference Letters  
• Personal Statements  
• Examination  
• Resume/CV |
| d. Understands the basic principles of simulation center operations                 | • Has knowledge of the basic principles in the execution of simulation activities.  
• Has basic knowledge of the technical and materials issues (e.g. video capture, simulation failure, materials and supplies). | • Reference Letters  
• Personal Statements  
• Examination  
• Resume/CV |
# SCHOLARSHIP—SPIRIT OF INQUIRY AND TEACHING

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<tr>
<td>a. Participates in professional development (e.g., conferences, courses)</td>
<td>• Engages in own continuing professional education and development.</td>
<td>• Personal Statements</td>
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<td>b. Has a role in teaching or managing simulation events in healthcare</td>
<td>• Discovers updates in simulation literature as evidenced by: joining list serves; commenting on postings; journal clubs; and performing literature searches.</td>
<td>• Resume/CV</td>
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<td>• Obtains continuing education credits pertaining to simulation yearly.</td>
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<td>• Attends webinars; seminars; meetings and conferences related to simulation education or instruction.</td>
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<td>• Describes changes and improvement in their own teaching.</td>
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<td>• Provides a list of scholarly activities in last three years (projects, papers, posters, new curricula developed).</td>
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<td>• Attends a course or seminar that address writing of grants and proposals for research.</td>
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