Suggested Evidence of Performance

at the CHSE and CHSE-A Levels for the

Certification Standards and Elements

This tool has been prepared for the CHSE-A applicant. The purpose of this document is to help the applicant understand the expected level of performance for each of the Standards at both levels of certification. The applicant should review the expected performance through the suggested evidence to determine if they demonstrate each Standard at the CHSE-A level.

NOTE: the suggested evidence is not mandatory, nor is the volume indicative of how much should be done. The examples given are for the purposes of describing the types of activities and level of performance that is considered what a CHSE-A would demonstrate.
### PROFESSIONAL VALUES & CAPABILITIES

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<tr>
<th>STANDARDS/ ELEMENTS</th>
<th>CERTIFIED HEALTHCARE SIMULATION EDUCATOR SUGGESTED EVIDENCE</th>
<th>CERTIFIED HEALTHCARE SIMULATION EDUCATOR-ADVANCED SUGGESTED EVIDENCE</th>
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<tbody>
<tr>
<td>1. INTEGRITY AND MOTIVATION: Insights into Professional Practice</td>
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<tr>
<td>a. Demonstrates an awareness of and adherence to applicable laws and accepted ethical standards as published for each healthcare profession.</td>
<td>• Identifies and demonstrates knowledge of and adherence to legal issues and ethical standards in design and implementation of educational activities in the simulation environment.</td>
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<tr>
<td>b. Treats all learners and colleagues honestly and fairly and maintains a professional manner in educational and interpersonal activities.</td>
<td>• Letters of reference illustrates consistent theme in character, integrity and honesty in educational work.</td>
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<tr>
<td>c. Demonstrates an appropriate level of self-awareness and professional behavior.</td>
<td>• Understands limitations in expertise and is willing to seek appropriate content expertise and work as part of interprofessional team in design and delivery of simulation programming. May be reflected in personal statements or letters of reference.</td>
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<tr>
<td>d. Content delivered by the educator reflects evidence-based practice in simulation education.</td>
<td>• Demonstrates a commitment to the development of an organizational climate that fosters the development of simulation educators and learners. May be reflected in personal statements or letters of reference.</td>
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<tr>
<td>e. Committed to excellence in simulation education.</td>
<td>• Demonstrates a commitment to evidence-based practice and scholarly endeavor. Areas of expertise are employed in the conduct of the educator’s courses of instruction or in the delivery of workshops, seminars and scholarly presentations.</td>
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<td>2. ACCOUNTABILITY</td>
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<tr>
<td>a. Demonstrates a commitment to the overall educational objectives of the curriculum or simulation program.</td>
<td>• Understands the overall educational objectives and ethos for each curriculum/program.</td>
<td>• Appraises, designs, and recommends educational strategic development, curricular development and design, and leads curricular programs.</td>
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<td>b. Demonstrates appropriate awareness and use of fiscal resources.</td>
<td>• Utilizes resources effectively and efficiently (people, space, money, equipment). May be reflected in personal statements or letters of reference.</td>
<td>• Manages staff, faculty, budgets, financial and strategic planning.</td>
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</table>
### 3. 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.
- Advocates for simulation through active participation in national/international level organizations.
- Advocates the utility of simulation as an external consultant to industry or government.
- Conducts presentations, workshops, or faculty development activities in the field of simulation; may provide as evidenced in the form of validated feedback.

**b. Demonstrates leadership capabilities.**
- Assumes leadership roles in local educational course development and delivery.
- Effectively delivers a local educational program or activity. May submit learner evaluations as evidence.
- Effectively engages with learners. May submit learner evaluations as evidence.
- Influences and negotiates locally.
- Supports and develops others.
- Prioritizes educational and student needs.
- Develops, mentors, and coaches learners.
- Builds and maintains professional relationships.
- Collaborates in the development and delivery of an educational activity.
- Works collaboratively with colleagues.
- Communicates effectively with learners and peers. May submit learner evaluations as evidence.
- Emloys authority and assertiveness appropriately.
- Conveys complex principles and ideas clearly. May submit learner evaluations as evidence.
- Influences and develops strategic policy through networking with and/or lobbying decision and policy makers.
- Demonstrates leadership in collaboration between institutions, departments, organizations, simulation alliances or consortium.

### 4. TEAMWORK

**a. Demonstrates team-working capabilities.**
- Builds and maintains professional relationships.
- Collaborates in the development and delivery of an educational activity.
- Works collaboratively with colleagues.
- Communicates effectively with learners and peers. May submit learner evaluations as evidence.
- Emloys authority and assertiveness appropriately.
- Conveys complex principles and ideas clearly. May submit learner evaluations as evidence.
- Influences and develops strategic policy through networking with and/or lobbying decision and policy makers.
- Demonstrates leadership in collaboration between institutions, departments, organizations, simulation alliances or consortium.

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**SCHOLARSHIP—SPIRIT OF INQUIRY**

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## 1. BUILDS NEW KNOWLEDGE

### a. Demonstrates a spirit of inquiry through demonstrating a commitment to their individual continuing professional education and development.

- Determines and engages in own continuing professional education and development.
- Discovers updates in simulation literature as evidenced by: joining list serves; commenting on postings; journal clubs; and performing literature searches.
- Obtains continuing education credits pertaining to simulation yearly.
- Attends webinars; seminars; meetings and conferences related to simulation education or instruction.
- Describes changes and improvement in their own teaching.
- Provides a list of scholarly activities in last three years (projects, papers, posters, new curricula developed).
- Attends a course or seminar that address writing of grants and proposals for research.
- 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.
- Illustrates a high level insight into the underpinning concepts and theories of simulation-based education, including the development of new theoretical models.
- Engages in peer review of simulation-based processes (e.g. abstract review, manuscript review, review of simulation for publication).
- Advises in the advantages and limits in using simulation education in various contexts.

### b. Demonstrates appropriate knowledge of simulation-based education.

- Describes instances of feedback and associated reflections and any changes in response to the feedback. May be reflected in personal statements or self-reflection papers.
- Engages in frequent self-reflection and uses it creatively to develop new insights and strategies in simulation-based education.

### c. Demonstrates ability to critically self-reflect.

- Writes and/or develops national policies and/or guidelines.
- Publishes in peer-reviewed forums.
- Produces and/or performs novel work within established field.
- Creates infrastructure for future studies.
- Demonstrates continuous improvement of professional skills as evidenced by examples in: grant writing, presenting, learning other languages, learning new technologies, time management, money management, stress management, assessing self, achieving success by reassessing goals, finding mentors, taking the lead, influencing others and strategic thinking.
- Enrolls in a formal course of study (certificate programs, fellowships, degree programs, etc.) in simulation methods and practices.
### 2. INTERPRETS NEW KNOWLEDGE

| a. | Demonstrates the ability to analyze and critically interpret evidence and new practices relevant to simulation education. | • Analyzes routine outcomes data from simulation programs and incorporates findings into future educational program development. | • Prepares a systematic literature review and analysis of a topic(s) in healthcare simulation.  
• Publishes on new areas in simulation education.  
• Develops new models or concepts of simulation-based practice either individually or in collaboration with colleagues.  
• Evaluates new ideas in simulation-based education. |

### 3. APPLICATION OF NEW KNOWLEDGE

| a. | Demonstrates the ability to integrate new insights into simulation-based theory and practice. | • Demonstrates new activities as educationally effective. May submit outcome data from their program or simulation based educational activity as evidence.  
• Describes or demonstrates an application of evidence-based educational principles into a simulation exercise.  
• Describes a current research finding that has been integrated into their personal educational simulation-based practice. | • Synthesizes new knowledge in the improvement or enhancement of educational activities.  
• Links and assembles new educational theory or frameworks into learning activities.  
• Designs and develops new educational activities that address new learning needs.  
• Translates knowledge and concepts from other fields into relevant and new simulation-based applications. |

### 4. ADVANCES TEACHING PRACTICES IN THE FIELD OF SIMULATION

| a. | Demonstrates involvement in advancing educational practices for simulation. | • Participates in teaching activities that advance the field of simulation locally.  
• Participates in developing and testing instructional materials used in healthcare simulation. | • Originates creative and innovative applications of new knowledge that advances simulation-based education.  
• Advances learning theory through rigorous research.  
• Creates an organizational culture that supports evidence based innovation and change.  
• Presents or publishes best practices in simulation education.  
• Publishes in peer-reviewed forums.  
• Produces and/or performs creative work within established field.  
• Participates in teaching activities that advance the field of simulation regionally, nationally or internationally.  
• Develops educational infrastructure.  
• Develops educational networks and associated communities of practice.  
• Developing research networks and associated communities of practice. |
| Contributions significantly to policy development and implementation. |
| Developing new technology and applications in healthcare simulation. |
### DESIGNING & DEVELOPING LEARNING ACTIVITIES

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| **1. NEEDS ASSESSMENT** | • Develops and delivers a simulation based educational activity with appropriate needs assessment summary.  
• Develops and delivers an educational plan for working with faculty in simulation based educational activity development discussions to ensure simulation is integrated. | • Designs need assessments for complex educational activities. (e.g., interprofessional teams/ethical dilemmas/mass casualty triage)  
• Evaluates the results of complex needs assessments. |
| a. Demonstrates the ability to perform a needs assessment. | • Has knowledge of the basic concepts of educational goals and objectives.  
• Writes appropriate and coherent goals and objectives for simulation based educational activitys based on a needs assessment. Provides examples. | • Develops appropriate educational goals and objectives for simulation based educational activitys that address the needs of multiple learners, based on their needs assessment.  
• Develops appropriate educational goals and objectives for courses that address the needs of programs and organizations based on their needs assessment. |
| **2. WRITING GOALS AND OBJECTIVES** | • Develops novel applications of educational theory in the construction of a simulation education activity.  
• Develops instructional designs to create simulation-based educational activities. | |
| a. Demonstrates the ability to translate needs assessment into appropriate educational goals and objectives. | • Selects appropriate simulation method(s) to achieve stated learning objectives. | |
| b. Demonstrates an ability to select appropriate simulation modality to meet stated learning objectives. | • Selects appropriate simulation method(s) to achieve stated learning objectives. | • Appraises the value of various simulation modalities to support learning objectives.  
• Advises simulation educators in the appropriate use of various modalities. |
<p>| c. Demonstrates appropriate awareness of cultural, | • Demonstrates awareness of the potential influences of | • Considers and integrates awareness of cultural, |</p>
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<tr>
<th><strong>cultural, gender, and experiential diversity.</strong></th>
<th><strong>cultural, gender and experiential diversity on learning through appropriate design of the educational activity.</strong></th>
<th><strong>gender and experiential diversity when constructing complex educational activities involving simulation.</strong></th>
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<td>d. Demonstrates an ability to integrate simulation based educational activities into existing curriculum and/or healthcare practice.</td>
<td>• Participates in the integration of simulation based educational activities into overall nursing, medical, or pre-hospital curricula.</td>
<td>• Establishes strategic educational leadership when incorporating simulation based educational activities into curricula. • Establishes or participates in the development of policy at the local or national level that incorporates simulation-based activities into the overall educational program.</td>
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### 4. ASSESSMENT AND EVALUATION OF LEARNERS

<p>| a. Demonstrates an understanding of the theoretical basis for the assessment and evaluation of learners. | • Has knowledge of the basic concepts of assessment in healthcare education. • Applies principles of assessment theory to simulation-based exercises. • Identifies attitudes and behaviors consistent with the appropriate conduct of a fair assessment. • Utilizes checklists or global rating scales. • Completes assessment reports. | • Designs, develops and implements appropriate assessment and evaluation methodologies for a wide range of educational settings (e.g., academic, hospital based, community based). • Appropriately implements standardized methods in summative and high stakes assessment. • Participates in the implementation, design and development of facilitator and rater training programs. |</p>
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<th>IMPLEMENTING &amp; EVALUATING SIMULATION-BASED EDUCATIONAL ACTIVITIES</th>
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<td>1. DELIVERY OF EDUCATIONAL ACTIVITY</td>
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<td>a. Demonstrates appropriate understanding of the educational activity, including content, methodologies, learning goals, objectives and outcomes.</td>
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<td>b. Demonstrates an ability to adapt the educational activity to the needs of the learner.</td>
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<td>c. Demonstrates an ability to assist learners in meeting and/or exceeding educational goals/ objectives.</td>
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<td>d. Demonstrates a learner-centered educational approach.</td>
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2. EFFECTIVE MANAGEMENT OF THE LEARNING ENVIRONMENT AND EDUCATIONAL ACTIVITY

| a. Demonstrates the ability to maintain a safe learning environment. | • Has knowledge of the concepts that promote a safe and effective learning environment for individual learners.  
• Creates a safe and effective learning environment for team-based learning.  
• Explains how the teaching style and conduct of the educational activity is conducive to creating a safe learning environment. | • Establishes and maintains an organizational climate that fosters the development of a safe learning environment through practice, faculty development and advocacy. |
|---|---|---|
| b. Demonstrates an ability to engage the learner in the educational activity. | • Creates a learning environment that appropriately engages learners.  
• Gives examples.  
• Demonstrates that the simulation based educational activity maintains an engaging learning environment. | • Utilizes knowledge of fidelity and realism in simulation based educational activities to promote a high level of learner engagement. |
| c. Demonstrates an ability to maintain a focus on learning goals, objectives and outcomes. | • Demonstrates that the simulation based educational activity is effective. | • Evaluates the impact of the educational activity on process, behavioral, and/or organizational outcomes. |

3. FEEDBACK AND DEBRIEFING TECHNIQUES

| a. Demonstrates an ability to assist learners in self-reflection. | • Has knowledge of the principles of effective feedback/debriefing.  
• Provides evidence of learner feedback that captures the educator’s unique contribution.  
• Identifies and explores performance gaps in the context of the educational activity. | • Establishes method(s) for feedback and debriefing  
• Provides effective feedback in challenging circumstances |
|---|---|---|
| b. Demonstrates an ability to conduct reflective learning experience that supports learning goals, objectives and outcomes. | • Structures feedback or debriefing in an organized way.  
• Creates engaging, constructive and reflective discussions.  
• Demonstrates an ability to use theory and/or tools to measure effectiveness of debriefing or feedback processes | • Creates debriefing that includes engagement, organization, and reflection. |

4. PERFORMANCE IMPROVEMENT

| a. Demonstrates an ability to analyze and modify the specific educational activity in response to quality assurance processes including learner, faculty and summative assessments. | • Submits evaluations from learners using a standardized format.  
• Employs appropriate rating scales or similar tool to measure the effectiveness of feedback/debriefing. | • Manages educational deficiencies in simulation based educational activities.  
• Analyzes the results of learner evaluation and makes changes as appropriate to improve simulation courses/program.  
• Demonstrates the use of ongoing performance improvement processes for the simulation program. |
|---|---|---|
| b. Demonstrates an ability to analyze and modify the program curriculum in response to quality assurance processes | • Provides summary evaluation of learner feedback to the instructor(s) in a simulation based educational activities.  
• Manages a recognized Performance Improvement process. | • Evaluates educational activities  
• Collaborates with curriculum leaders to improve didactic and simulation programs based on |
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<th>including learner, faculty and summative assessments.</th>
<th>performance and evaluation data.</th>
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<td>• Uses evaluation in simulation based educational activities to inform the curriculum.</td>
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<td>• Participates and advises in strategy and policy development regarding the improvement of systems...</td>
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