



Society for Simulation in Healthcare  
**ACCREDITATION**

**Core  
Accreditation Standards**

2021 Standards Revisions

## CORE STANDARDS AND CRITERIA

Core Standards are the fundamental structural and operational standards that all accredited Programs must meet. The seven sections of Core Standards are:

(1) Mission & Governance, (2) Program Management, (3) Resource Management, (4) Human Resources, (5) Program Improvement, (6) Ethics, and (7) Expanding the Field.

### 1. MISSION AND GOVERNANCE

- a. The Simulation Program has a clear and publicly stated mission and/or vision statement that specifically addresses the intent and functions of the Program.
  - i. Document: Provide the mission and/or vision statement(s) for both the Program and the overarching organization (if one exists).
  - ii. Describe in what manner the Program's mission and vision are publicly displayed.
- b. The Simulation Program has a clearly identified and appropriate governance structure.
  - i. Describe and provide supporting documentation for the Program's organization and structure, including how it is linked to the overarching organization if one exists. *Please provide all applicable organizational charts.*
- c. The Simulation Program has a clearly identified and appropriate governance structure.
  - i. Describe the governance structure including people or committees that provide oversight and/or advisory functions to the Program.
  - ii. Describe the process by which the governance structure provides oversight and reviews/approves the activities of the Program.
- d. The Simulation Program has a written strategic plan designed to accomplish the mission and/or vision of the Program.
  - i. Describe the process for strategic planning.
  - ii. Document: Provide a written strategic plan, including the Program's goals for the next three to five years and how they will be achieved.
  - iii. Describe the operational trends that you anticipate will impact the Program for the next three to five years.

### 2. PROGRAM MANAGEMENT

- a. The Simulation Program has adequate financial resources to support its mission and/or vision.
  - i. Describe the Program's budget process for operating and capital expenses and identify the individual(s) responsible for fiscal affairs.
  - ii. Describe the Program's current financial status.
  - iii. Describe the Program's financial sustainability over time.
- b. The Simulation Program provides day-to-day oversight of simulation activities.
  - i. Describe the process for the day-to-day oversight and/or coordination of various simulation activities within the Program.
  - ii. Describe and provide supporting documents for the methods used to ensure the staff is kept up to date on simulation activities and Program operations.

- c. The Simulation Program has written policies and procedures to assure the Program provides quality services and meets its obligations and commitments.
  - i. Document: Provide simulation-specific policies and procedures utilized by the Program. These should include, at minimum, the policies and procedures listed below:
    - 1. Confidentiality Procedures
    - 2. Physical and Psychological Safety
    - 3. Separation of Simulation and Actual Patient Care Materials
    - 4. Storage and Maintenance of Equipment and Supplies.
    - 5. Video Recording
    - 6. Data Retention
    - 7. Prioritization of Simulation Resources.
- d. The Simulation Program has the ability to prioritize resources as needed.
  - i. Describe up to three (3) examples that demonstrate how simulation resources are prioritized.

### 3. RESOURCE MANAGEMENT

- a. The Simulation Program has the ability to obtain, maintain, and support simulation equipment and relevant technologies to support the mission and/or vision of the Program.
  - i. Describe the various simulation modalities used in the Program
  - ii. Document: Provide a list of simulation equipment and resources.
  - iii. Describe the process to continually assess simulation modalities and how they are evaluated for the current and future needs of the Program.
- b. The Simulation Program has adequate physical space for simulation activities to support the mission and/or vision of the Program.
  - i. Describe the facilities utilized by the Program for simulation activity.
  - ii. Document: Provide the floor plan/blueprints and/or photographs of facilities utilized by the Program.
- c. The Simulation Program provides an adequate number and variety of simulation activities to support the mission/vision of the Program.
  - i. Document: Provide a list of simulation activities for the Program over the past 24 months.
  - ii. Document the total number of learner contact hours for the past 24 months.

### 4. HUMAN RESOURCES

- a. The Simulation Program is directed by a qualified individual with appropriate authority and time.
  - i. Document: Provide the job description and any other supporting documents for the Program Director.
  - ii. Document: Provide an accreditation biosketch for the Program Director.
  - iii. Describe how the Program Director has the authority for the operations of the Program.
  - iv. Describe and provide supporting documentation that demonstrates that the Director is assigned sufficient time in this role to support the mission and/or vision of the Program.
- b. The Simulation Program has adequate staff to support the mission/vision of the Program.
  - i. Document: Provide job descriptions for all Program Staff.
  - ii. Document: Provide accreditation biosketches for all Program Staff.
  - iii. Describe how Program Staff is sufficient to support the mission/vision of the Program.
- c. The Simulation Program has a process in place to orient, support, and evaluate Simulation Program staff.
  - i. Describe and provide supporting documentation as to how Program Staff is oriented to their roles.
  - ii. Describe and provide supporting documentation as to how ongoing professional development opportunities are provided and/or supported for Program staff.
  - iii. Describe and provide supporting documentation for the ongoing evaluation and feedback process for Program Staff.

### 5. PROGRAM IMPROVEMENT

- a. The Simulation Program continually improves the operations of the Program through the use of a quality management system.
  - i. Describe and provide supporting documentation for the quality management system utilized by the Program.
  - ii. Describe and provide supporting documentation for Three (3) improvements made based on the quality management system over the past 24 months.
- b. The Simulation Program has processes in place to identify and address concerns and complaints.
  - i. Describe the process to address concerns and complaints.
  - ii. Describe any concerns and complaints received in the past 24 months and their resolutions.

## 6. INTEGRITY

- a. The Simulation Program is committed to ethical standards.
  - i. Describe the ethical standards utilized by the Program.
  - ii. Describe how the Program operationalizes these ethical standards.

## 7. EXPANDING THE FIELD

- a. The Simulation Program has activities that extend beyond the Program, contributing to the body of knowledge in the simulation community.
  - i. Document that at least one (1) individual involved with the Program is a member of a healthcare simulation society or association.
  - ii. Document: Provide a list of activities (no more than 10) that support or contribute to knowledge within or about simulation.



## **Teaching/Education Accreditation Standards**

2021 Standards Revisions

## Teaching/Education Standards and Criteria

Accreditation in the area of Teaching/Education will be available to Programs that demonstrate regular, recurring simulation educational activities with clearly stated objectives (knowledge, psychomotor skills, and behaviors) and provides evidence of ongoing improvement of educational activities. The four sections of the Teaching/Education Standards are:

(1) Educational Activities, (2) Educational Activity Design, (3) Qualified Educators (4) Evaluation and Improvement.

### 1. EDUCATIONAL ACTIVITIES

- a. The Simulation Program is committed to providing high-quality simulation educational activities.
  - i. Describe the process and provide supporting documentation that links the educational activities to the Program's mission, vision, and/or strategic planning.
  - ii. Describe the qualifications of the individual(s) that oversee simulation educational activities.
  - iii. Document: Provide documentation of up to three (3) simulation educational activities delivered or conducted by the Program. During the site review process, the SSH reviewers will view up to three (3) simulation educational activities (either live or through recorded video).

### 2. EDUCATIONAL ACTIVITY DESIGN

- a. The Simulation Program designs simulation educational activities that are evidence-based, engaging, and effective.
  - i. Describe how the Program assesses the need for simulation educational activities.
  - ii. Describe how the Program designs simulation educational activities.
  - iii. Document: Provide tools used in the design of simulation educational activities.
  - iv. Document: Provide a list of simulation educational activities that follow the design process (Max of 10).
- b. The Simulation Program demonstrates that selected simulation modalities, environments, and the level of realism meet the learning objectives of educational activities.
  - i. Describe how simulation modalities, locales, and/or the level of realism are determined when designing simulation educational activities.
- c. The Simulation Program has personnel with expertise designing simulation educational activities.
  - i. Describe the process to ensure that simulation experts are included in the design of simulation educational activities.
  - ii. Document: Provide SSH accreditation biosketches for simulation experts that are involved in the design of simulation educational activities. (Max of 5)

### 3. QUALIFIED EDUCATORS

- a. The Simulation Program has access to qualified educators.
  - i. Describe the type of individuals who provide educational activities in your simulation program.
  - ii. Document: Provide accreditation biosketches for the most active educators (maximum of 5).
  - iii. The Simulation Program selects educators to match the level of learner or activity.
  - iv. Describe the process to match the qualifications of the educator to the characteristics of the educational activity.
- b. The Simulation Program selects educators 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 educational activity.

- c. The Simulation Program has a process to assure ongoing development and competence of its simulation educators, annually at a minimum.
  - i. Describe the evaluation and feedback processes for simulation educators.
  - ii. Describe and provide supporting documentation for simulation-specific professional development opportunities provided to educators within the Program.
- d. The Simulation Program has a process to assure orientation and development of those who participate in the delivery of educational activities but are not simulation experts
  - i. Describe and provide supporting documentation for the orientation process for those that participate in the delivery of educational activities but are not simulation experts.
  - ii. Describe the evaluation and feedback processes for those that participate in the delivery of educational activities but are not simulation experts.

#### 4. EVALUATION AND IMPROVEMENT

- a. The Simulation Program has mechanisms in place to evaluate educational activities.
  - i. Describe and provide supporting documentation that simulation educational activities are evaluated systematically and routinely.
  - ii. Document that educational activity evaluations ensure educational objectives were met.
  - iii. Document: Provide evaluations from educational activities (at least 3, maximum 5) over the past 24 months.
- b. The Simulation Program's simulation educational activities are reviewed and updated at least annually.
  - i. Describe and provide supporting documentation for the Program's process to review and update simulation educational activities.
  - ii. Document: Provide examples (at least 3, maximum 5) of changes implemented based on the educational activity review process.



Society for Simulation in Healthcare  
**ACCREDITATION**

**Assessment  
Accreditation Standards**

2021 Standards Revisions



## Assessment Standards and Criteria

Application for accreditation in *Assessment* will be limited to those Programs that demonstrate the ability to develop, implement, and validate summative simulation assessments. The assessment activities should be characterized by trained assessors, 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:

- Obtained from a peer-reviewed journal
- Defined by professional societies, licensing bodies, or certification organizations
- Modified or created *de novo* if justified via expert panel review process.

The Four Assessment sections of the Standards are related to:

(1) Assessment Activities (2) Assessment Activity Design (3) Qualified Assessors (4) Evaluation and Improvement

### 1. ASSESSMENT ACTIVITIES

- a. The Simulation Program is committed to providing high-quality simulation Assessment activities.
  - i. Describe and provide supporting documentation on how the Program links its Assessment activities to the Program's mission, goals, and/or strategic planning.
  - ii. Describe the qualifications of the individual(s) that oversee these activities.
  - iii. Describe and provide supporting documentation of up to three (3) simulation Assessment activities developed and/or adapted by the Program.
  - iv. Describe how the Program's physical space, chosen Assessment simulation modalities, choice of Assessors, and technology are appropriate for Assessment.

### 2. ASSESSMENT ACTIVITY DESIGN

- a. The Simulation Program designs simulation-based Assessment activities that are evidence-based, engaging, and effective.
  - i. Describe how the Program determines the need for Assessment activities.
  - ii. Describe how the Program designs and/or adapts simulation-based Assessment activities.
  - iii. Describe and provide supporting documentation on the process used to develop and/or adapt Assessment instruments/tools.
  - iv. Describe and provide supporting documentation on the process to ensure that Assessment instruments/tools are reliable and valid for the level of the learner being assessed.
  - v. Document: Provide a list of Assessment activities (maximum 10).
  - vi. Document: If the Program uses a variety of methodologies and/or assesses across different learner groups, please provide a sample from each area.
  - vii. Describe and provide supporting documentation on how participants are oriented to Assessment activities.
  - viii. Describe and provide supporting documentation on the process used to ensure inter-rater reliability amongst Assessors.

### 3. QUALIFIED ASSESSORS

- a. The Simulation Program has access to qualified Assessors.
  - i. Describe and provide supporting documentation of how the most active Assessors within the Program are qualified for their roles. Provide SSH accreditation bio-sketches for these Assessors (Max of 5).
- b. The Simulation Program selects Assessors to match the level of learner or activity.
  - i. Describe the process used to match the qualifications of the assigned Assessors to the level of the learner.
- c. The Simulation Program has a process to assure ongoing development and competence of its assessors at least annually.
  - i. Describe and provide supporting documentation of the Assessment and feedback processes for Simulation Assessors.
  - ii. Describe and provide supporting documentation on opportunities for Assessors to engage in professional development that is specific to simulation.
- d. The Simulation Program has a process to ensure the orientation and development of those who participate in the delivery of Assessment activities but are not competent Simulationists.
  - i. Describe and provide supporting documentation on the elements included in the orientation process for those that participate in the delivery of Assessment activities but are not competent Simulationists.
  - ii. Describe and provide supporting documentation on how individuals are chosen to Assess and provide feedback to the Assessors.

### 4. EVALUATION AND IMPROVEMENT

- a. The Simulation Program has mechanisms in place to evaluate, review and update Assessment activities at least annually.
  - i. Describe how Assessment activities are evaluated routinely using a standardized, systematic method.
  - ii. Document: Provide supporting documentation of evaluations of Assessment activities (at least 3, maximum 5) over the past 24 months. Documentation should demonstrate changes that were made based on the review process.



Society for Simulation in Healthcare  
**ACCREDITATION**

**Simulation Research  
Accreditation Standards**

2021 Standards Revisions

## Simulation Research Standards and Criteria

Accreditation in the area of Research is limited to those Programs that demonstrate regular and recurring research activities that demonstrate expertise in the development, implementation, evaluation, and dissemination of research in the area of simulation.

- Programs seeking Accreditation in Simulation Research must demonstrate two years of active Simulation Research in the area of simulation.
- Activities that demonstrate an active Simulation Research Program include (but are not limited) to developing and implementing formal research protocols specifically focused on simulation as a technique and as a pedagogy.
- Simulation can also be used as a research tool "testbed" to evaluate usability of medical devices, new technology, clinical workflow redesign, facility design, etc.
- The design capability of simulation provides the healthcare industry a unique tool to assess and mitigate potential patient harm before clinical implementation, reduce development cost and improve time to market.
- Submission of Simulation Research activities is encouraged for peer-reviewed publications that expand the field.

The seven sections of the Simulation Research Standards are :

(1) Simulation Research Activities, (2) Simulation Research Activity Design, (3) Qualified Simulation Researchers, (4) Evaluation and Improvement, (5) Simulation Research Collaboration (6) Compliance, and (7) Ethics.

### 1. RESEARCH ACTIVITIES

- a. The Simulation Program has an intentional and credible commitment to simulation-specific research activities.
  - i. Describe the process and provide supporting documentation that links the research activities to the Program's mission, vision, and/or strategic planning.
  - ii. Document: Provide documentation of up to three (3) Simulation Research activities delivered or conducted by the Program.
- b. The Simulation Program has an established record of organizational and/or financial support for Simulation Research.
  - i. Describe and provide supporting documentation on the Program's organizational and financial commitment to Simulation Research.
- c. The Simulation Program has a designated individual (s) responsible for providing oversight of the healthcare Simulation Research program.
  - i. Document: Provide an accreditation biosketch for the individual(s) responsible for oversight of Simulation Research activities.
  - ii. Describe and provide supporting documentation for the role and responsibilities of the individual(s) responsible for oversight of Simulation Research activities.
  - iii. Describe and provide supporting documentation that the individual(s) responsible for oversight of Simulation Research activities has dedicated time (at least 20% recommended) for oversight of Simulation Research activities.

- d. The Simulation Program has evidence of Simulation Research activity, including publication and/or presentation of Simulation Research findings in peer-reviewed forums demonstrating a continuum of efforts focused on healthcare simulation.
  - i. Document: Provide a list of presentations involving Simulation Research within the past 24 months at local, regional, national, and/or international meetings or conferences (maximum of 10).
  - ii. Document: Provide a list of peer-reviewed publications involving Simulation Research within the past 24 months (maximum of 10).
  - iii. Document: Provide a list of Simulation Research activities (current and past) that have not been presented or published in peer-reviewed publications (maximum of 10).

## 2. SIMULATION RESEARCH ACTIVITY DESIGN

- a. The Simulation Program designs Simulation Research activities using best practices.
  - i. Describe the process of Simulation Research activities design and development.
  - ii. Document: Provide a list of Simulation Research activities that follow the design process (maximum of 10).
  - iii. Describe and provide supporting documentation for the process to ensure that simulation experts are included in the design of Simulation Research activities.

## 3. QUALIFIED SIMULATION RESEARCHERS

- a. The Simulation Program has access to qualified Simulation Researchers
  - i. Describe how the individuals who are Simulation Researchers with the Program are deemed qualified for their role.
  - ii. Document: Provide SSH accreditation bio-sketches for the most active Simulation Researchers (maximum of 5).
  - iii. Document: Provide a list of Simulation Research-related professional development activities attended by those involved in Simulation Research.
  - iv. Describe and provide supporting documentation that Simulation Program Staff (that are not Simulation Research experts) involved in Simulation Research have appropriate training and/or continuing education in Simulation Research design.

## 4. EVALUATION AND IMPROVEMENT

- a. The Simulation Program has mechanisms in place to evaluate, review and update Simulation Research activities at least annually.
  - i. Describe and provide supporting documentation for how Simulation Research activities are evaluated systematically and routinely.
  - ii. Describe and provide supporting documentation of changes implemented to the overall Simulation Research Program based on the evaluation process (maximum of five).

## 5. SIMULATION RESEARCH COLLABORATION

- a. The Simulation Program's Simulation Research activities promote collaborative relationships and engagement internal and external to the Program.
  - i. Describe and provide supporting documentation of any collaborative Simulation Research relationships within the last 24 months that included collaborators external to the Simulation Research program.

- b. The Simulation Program has evidence of mentoring related to Simulation Research This is the standard statement.
  - i. Describe how Simulation Research mentorship is conducted through the Program.
  - ii. Describe and provide supporting documentation for any mentor/mentee Simulation Research pairs (Max of 5) facilitated by the Simulation Program in the last 24 months. Include a brief description of the associated Simulation Research for each mentor-mentee relationship.

## 6. COMPLIANCE

- a. The Simulation Program is compliant with accepted Simulation Research standards and/or processes.
  - i. Document: Provide policies and procedures related to Simulation Research conducted through the Program.
  - ii. Describe and provide supporting documentation on how the Program maintains compliance with applicable national, regional, and/or institutional research standards.

## 7. ETHICS

- a. The Simulation Program is committed to ethical Simulation Research.
  - i. Describe how the simulation program ensures individual(s), involved in Simulation Research, are operationalizing ethical standards.



## **Systems Integration Accreditation Standards**

2021 Standards Revisions

## Systems Integration Standards and Criteria

Accreditation in the area of System Integration is limited to those Programs that demonstrate regular and recurring, intentional, bi-directional interaction with clinical partner(s) and expertise in the development, implementation, and validation of system improvement activities.

There are three types of programs that typically apply for accreditation in Systems Integration, listed below and specifically addressed in the criteria:

- Hospital Based: A simulation program situated within a hospital or health system.
- Stand Alone: A simulation program that is independent from, but works closely with a hospital or health system. This may include medical and nursing programs as examples.
- Other: A simulation program with direct application to healthcare, that uses various systems modeling and simulation to support the delivery of healthcare. Examples include: Engineering, Business, or Information Technology Programs

If there are questions on whether or not your Program meets the criteria for an organization that complies with Systems Integration, please contact the Director of Accreditation. The two sections of Systems Integration Standards are:

(1) Mission & Scope and (2) Integration Activities.

### 1. MISSION & SCOPE

- a. The Simulation Program's simulation activities are driven by the strategic needs of a clinical facility and/or healthcare system to improve the quality of healthcare.
  - i. Describe and provide supporting documentation for how the Program links its system integration activities to the mission and/or vision, goals, and strategic planning.
  - ii. Describe and provide supporting documentation for how the Program has been used as a resource by quality, patient safety, risk management, and/or similar groups for the improvement of healthcare systems in the past 24 months. This should include a demonstration of bi-directional feedback.
  - iii. Document: Provide a letter (2 pages maximum) from organizational quality, patient safety, risk management, or comparable leadership group which supports the Program's role in achieving organizational quality, patient safety, and risk management and/or value goals.

### 2. SYSTEMS INTEGRATION ACTIVITIES

- a. The Simulation Program participates in organizational quality management system improvement activities, including measurement of outcomes for purposes of improvement.
  - i. Describe and provide supporting documentation for three (3) examples of simulation activities used by the program that demonstrates the integration of the Simulation Program to facilitate quality, patient safety, risk management, organization improvement, and/or quality outcomes projects.
  - ii. Describe and provide supporting documentation for a system or human factors engineering or other systematic approach used to solve or mitigate an organization-defined safety, quality, or value concern, including bi-directional accountability for the activity/project.
  - iii. Describe and provide supporting documentation of reports provided to organizational leadership related to system-based initiatives that are impacted by simulation activities.
  - iv. Describe and provide supporting documentation of ongoing evaluation of simulation-based systems integration programs.



- b. The Simulation Program has clear evidence of participation by Simulation Program leadership in the design and processes of quality management system improvement activities at the organizational level.
  - i. Document: Provide documentation of ongoing involvement of Simulation Program leadership in the design and process of performance improvement activities at the organizational level over the last 24 months.
- c. The Simulation Program has access to appropriate qualified human factors, systems engineering, psychometric, informatics, and/or other appropriate support or resources.
  - i. Describe and provide supporting documentation that the Program has access to appropriate qualified systems engineering, human factors, psychometric, informatics, and/or other appropriate support or resources for systems integration activities.