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**CHSOS PROFESSIONAL DEVELOPMENT WORKSHEET**

This tool has been prepared to help the simulationist review the content of the CHSOS examination blueprint for purposes of identifying areas of strength and weakness. By completing this, the simulationist will be able to gain insight on areas where knowledge and skills are not as advanced. This supports the professional development of all individuals who use this tool through defining where development is needed.

HOW TO USE THIS SHEET: Turn each item into a question. Then write the responses to the question created for each item into the right hand column. The more that is written in for a particular item, the more likely you are already knowledgeable and skilled in that area.

EXAMPLE (Domain 1.B): How do I recognize opportunities to advocate for simulation? Responses could include describing what advocacy for simulation means to you, how you perform advocacy activities, what can be promoted about simulation, and where advocacy opportunities might occur.

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| DOMAIN I: CONCEPTS IN HEALTHCARE AS APPLIED TO SIMULATION (14%) | |
| 1. Identify the presentation of general medical conditions, injuries, and diseases |  |
| 1. Recognize basic anatomical and physiological systems |  |
| 1. Identify general healthcare procedures |  |
| 1. Identify common medication administration practices |  |
| 1. Distinguish among healthcare equipment, supplies, and environments |  |
| 1. Differentiate among the roles of healthcare professionals |  |

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| DOMAIN II: SIMULATION TECHNOLOGY OPERATIONS (33%) | |
| 1. Functional knowledge and capabilities |  |
| * 1. Differentiate among operating systems and associated compatibilities (e.g. Windows, Mac, Linux, Android) |  |
| * 1. Apply functional knowledge and terminology for the utilization of network hardware |  |
| * 1. Apply functional knowledge and terminology for the utilization of A/V equipment and software |  |
| * 1. Utilize web-based (browser-based) applications and information systems |  |
| * 1. Collaborate with the team to manage technology systems’ security (e.g. physical, network, data) |  |
| * 1. Differentiate among the capabilities of simulation modalities |  |
| * 1. Describe the functionalities of equipment used in simulation      1. AV equipment      2. Healthcare equipment      3. Simulation specific equipment |  |
| * 1. Apply data asset management strategies |  |
| * 1. Apply knowledge required to function in different simulation spaces (e.g. equipment limitations, connectivity, air supply) |  |
| * 1. Demonstrate knowledge of cable connectivity and applications (e.g. ports, inputs/outputs, adapters, dongles) |  |
| * 1. Demonstrate knowledge of wireless connectivity and applications (e.g. routers, broadcasters) |  |
| 1. Configure, setup, and operate Simulation Technology    1. AV equipment    2. Healthcare equipment    3. Simulation specific equipment |  |
| 1. Problem solving, corrective action, and maintenance |  |
| * 1. Apply principles and procedures to identify technical problems/errors and initiate corrective action |  |
| * 1. Apply principles and procedures to create policy and perform preventive/regular maintenance |  |

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| DOMAIN III: HEALTHCARE SIMULATION PRACTICES/PRINCIPLES/PROCEDURES (27%) | |
| 1. Manage reference materials, equipment specifications, maintenance agreements, and warranties |  |
| 1. Collaborate to support program sustainability and/or growth (e.g. strategic plan, simulator purchase, technology services) |  |
| 1. Facilitate simulation equipment training |  |
| 1. Utilize resources effectively and efficiently (e.g. feasible use of money, people, and space) |  |
| 1. Communicate and practice safe/recommended use of simulation equipment and environment |  |
| 1. Collaborate with the simulation team to manage schedule requests, supply needs, and participant feedback |  |
| 1. Utilize safe removal of potentially hazardous materials and supplies |  |
| 1. Collaborate with the simulation team to collect and analyze utilization data |  |
| 1. Utilize principles of realism as it applies to simulation activities |  |
| 1. Recognize how changing aspects of a simulation activity impact reliability and validity |  |
| 1. Recognize concepts that impact simulation (e.g. human factors, patient safety, modeling) |  |
| 1. Recognize the concepts of managing risks |  |
| 1. Implement moulage principles and applications for various materials and settings used in simulation |  |
| 1. Provide orientation for stakeholders to simulation principles, equipment, and spaces |  |
| 1. Support the public relations activities of the simulation program (e.g. tours, community outreach) |  |

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| DOMAIN IV: PROFESSIONAL ROLE: BEHAVIOR AND CAPABILITIES (11%) | |
| 1. Utilize effective communication strategies |  |
| 1. Recognize ethical principles and professional responsibilities as they apply to simulation (e.g. integrity, respect, do no harm) |  |
| 1. Demonstrate characteristics of leadership in simulation practice |  |
| 1. Recognize opportunities for professional development (e.g. conferences, webinars) |  |
| 1. Identify trends in simulation and technology practices |  |
| 1. Recognize credible resources (e.g. peer-reviewed journals, product manuals) |  |
| 1. Assist in research and innovation activities |  |

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| DOMAIN V: CONCEPTS IN INSTRUCTIONAL DESIGN AS APPLIED TO SIMULATION (15%) | |
| 1. Recognize principles of instructional design |  |
| 1. Collaborate in the following instructional design elements for simulation activities |  |
| * 1. Needs assessment |  |
| * 1. Goals and objectives |  |
| * 1. Assessment methods and evaluation tools |  |
| * 1. Logistics |  |
| * 1. Modalities |  |
| * 1. Determine equipment and supplies |  |
| * 1. Case/scenario design |  |
| * 1. Prebrief/brief, debrief, and participant evaluations |  |
| * 1. Pilot test (dress rehearsal, field test, run-through) |  |
| * 1. Implementation to participants |  |
| * 1. Evaluation and improvement |  |
| 1. Recognize principles of interprofessional education |  |
| 1. Recognize when to include subject matter experts |  |