



Society for Simulation in Healthcare

ACCREDITATION

**Core Simulation Education
Accreditation Standards**

2026 Standards Revisions

CORE SIMULATION EDUCATION STANDARDS AND CRITERIA

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

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

1. MISSION AND GOVERNANCE

- a. The Simulation Program has a clear and publicly stated mission and vision statement as well as the ethical standards and/or value statement(s) that specifically address the intent and functions of the Program.
 - i. Document: Provide the mission and 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.
 - iii. Document your Program's value statement(s) and/or the ethical standards utilized by the Program.
 - iv. Describe how the Program operationalizes these value statement(s) and/or ethical standards.
- b. The Simulation Program has a written strategic plan designed to accomplish the mission and 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.
- c. The Simulation Program has a clearly identified and appropriate organization and 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.*
 - ii. Describe the governance structure, including people or committees that provide oversight and/or advisory functions to the Program.
 - iii. Describe the process by which the governance structure provides oversight and reviews/approves the activities of the Program.
- d. The Simulation Program has a clearly defined process to connect educational activities to the mission and vision.
 - i. Describe and provide supporting documentation of the process to link simulation activities to the Program's mission, vision, and strategic plan.

2. PROGRAM MANAGEMENT

- a. The Simulation Program has adequate financial resources to support its mission and vision.
 - i. Describe the Program's budget process for operating and capital expenses and identify the individual(s) responsible.
 - 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 coordination of simulation activities within the Program.
 - ii. Describe and provide supporting documents for the methods used to ensure the staff is informed on daily simulation activities and Program operations.

- c. The Simulation Program has written policies and procedures to ensure 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. Faculty Development
 - 4. Separation of Simulation and Actual Patient Care Materials
 - 5. Storage and Maintenance of Equipment and Supplies
 - 6. Video Recording
 - 7. Data Retention
 - 8. 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 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 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, and values 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 has a qualified individual with appropriate authority and time to oversee the Program.
 - i. Document: Provide the job description and any other supporting documents for the Program Leader.
 - ii. Document: Provide an accreditation biosketch for the Program Leader.
 - iii. Describe how the Program Leader has authority over the operations of the Program.
 - iv. Describe and provide supporting documentation that demonstrates the Program Leader is assigned sufficient time in this role to support the mission and vision of the Program.
- b. The Simulation Program has adequate staff to support the mission and vision of the Program.
 - i. Document: Provide job descriptions for Program Staff.
 - ii. Document: Provide accreditation biosketches for all Program Staff.
 - iii. Describe how Program Staff is sufficient to support the mission and vision of the Program.
- c. The Simulation Program has a process in place to orient, support, and evaluate all Simulation Program Staff.
 - i. Describe and provide supporting documentation as to how the Program orients individuals to their roles and responsibilities.
 - ii. Describe and provide supporting documentation as to how ongoing professional development

opportunities are provided to Program Staff.

- iii. Describe and provide supporting documentation for the ongoing evaluation and feedback processes for all individuals within the Program.

5. EDUCATIONAL ACTIVITY DESIGN

- a. The Simulation Program has a qualified individual(s) who oversees simulation educational activity design.
 - i. Document: Provide the job description(s) and any other supporting documentation for the individual(s) that oversee and coordinate simulation educational activity design.
 - ii. Document: Provide accreditation biosketch(es) for the individual(s) who oversee simulation educational activity design.
 - iii. Describe the qualifications of the individual(s) who have oversight and coordination of simulation educational activity design.
- b. The Simulation Program has qualified educators to support simulation educational activity design.
 - i. Describe the individuals who provide educational activities in your simulation program.
 - ii. Document: Provide accreditation biosketches for the most active educators who are simulation experts (maximum of 5).
 - iii. Document: Provide accreditation biosketches for the most active educators who are non-simulation experts (maximum of 5).
 - iv. Describe the process for the Simulation Program to select educators to match the learner group's level of competency.
 - v. Describe the process to match the qualifications of the educator to the characteristics of the educational activity.
- c. The Simulation Program has a process in place to orient, support, and evaluate all simulation educators who participate in simulation educational activities.
 - i. Describe and provide supporting documentation as to how the Program orients educators to their roles and responsibilities.
 - ii. Describe and provide supporting documentation as to how ongoing simulation-specific professional development opportunities are provided to simulation educators.
 - iii. Describe and provide supporting documentation for the ongoing evaluation and feedback process for all educators within the Program, specific to their simulation educational activities.
- d. The Simulation Program designs simulation educational activities that are evidence-based, engaging, and effective.
 - i. Describe the process to ensure that trained simulationists are included in the design of simulation educational activities.
 - ii. Describe how the Program assesses the need for simulation educational activities.
 - iii. Describe how the Program designs simulation educational activities.
 - iv. Describe how simulation modalities, locales, and/or the level of realism are determined when designing simulation educational activities.
 - v. Document: Provide tools used in the design of simulation educational activities.
 - vi. Document: Provide a list of simulation educational activities that follow the design process (Max of 10).
- e. 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 how the 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.

6. 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 a process to engage in continual quality improvement of simulation education activities, at least annually.
 - i. Describe and provide support 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.
- c. 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.

7. INTEGRITY

- a. The Simulation Program is committed to ethical standards.
 - i. Describe how the Program operationalizes the ethical standards utilized by the Program for simulation-based education.

8. 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.