



CHSE PROFESSIONAL DEVELOPMENT WORKSHEET

This tool has been prepared to help the simulationist review the content of the CHSE 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.

DOMAIN I: PROFESSIONAL VALUES AND CAPABILITIES (18%)	
A. Demonstrate characteristics of leadership (e.g. delegation, negotiation)	
B. Recognize opportunities to advocate for simulation	
C. Demonstrate and cultivate respect in relationships with participants, faculty, and the community	
D. Demonstrate characteristics of teamwork (e.g. communication, role clarity, conflict resolution)	
E. Recognize ethical principles and personal responsibilities as they apply to simulation (e.g. integrity, respect, do no harm)	
F. Distinguish among the various roles of personnel involved in simulation	

G. Demonstrate compliance with regulatory requirements	
H. Evaluate credibility of resources in simulation education (e.g. websites, listservs, literature)	
I. Utilize credible resources to inform simulation practices	
J. Differentiate among the basic element of research (e.g. ethical review, informed consent, methodologies)	
K. Define elements of quality management (e.g. plan-do-check-act)	

DOMAIN II: HEALTHCARE AND SIMULATION KNOWLEDGE AND PRINCIPLES (28%)	
A. Describe the factors affecting participant engagement within a simulation activity (e.g. learner level, realism, suspension of disbelief)	
B. Examine opportunities to integrate simulation into education, research, and practice	
C. Differentiate the phases of a simulation activity	
D. Differentiate among the methods of feedback	
E. Differentiate elements of debriefing <ul style="list-style-type: none"> 1. Reflection 2. Facilitation 3. Phases 	
F. Differentiate among simulation modalities	

G. Distinguish among various simulation activity settings (e.g. in situ, center-based, mobile)	
H. Distinguish among applications of simulation for individual(s), team(s), and system(s)	
I. Differentiate elements of realism	
J. Recognize stressors contributing to individual and team performance (e.g. cognitive, affective/emotional, psychomotor)	
K. Define elements of human factors	
L. Identify roles for simulation to improve patient safety	
M. Recognize concepts of modeling	

DOMAIN III: EDUCATIONAL PRINCIPLES APPLIED TO SIMULATION (40%)	
A. Distinguish principles of utilizing simulation as an educational tool (e.g. learning taxonomies, assessment, learning theories)	
B. Integrate instructional design concepts into simulation activities	
C. Plan and design simulation activities	
1. Integrate needs assessment data into simulation activities (e.g. psychomotor behavior, technical, behavioral, cognitive)	
2. Define goals	
3. Create measurable learning objectives/outcomes	

4. Identify and integrate assessment methods	
5. Prepare orientation, prebriefing/briefing, debriefing, feedback (i.e. for participants and simulation team)	
6. Plan logistics (e.g. people, supplies, timing)	
7. Employ strategies to balance risks and outcomes (e.g. real vs simulated equipment/supplies/tissues)	
8. Design the case/scenario	
9. Select simulation modality/modalities	
10. Select location to conduct the simulation activity	
11. Identify required resources (e.g. personnel, equipment, supplies)	
12. Collaborate in the coordination of the simulation team	
13. Prepare materials for participants and simulation team <ul style="list-style-type: none"> a. Instructions b. Equipment and supplies c. Environment, simulation, and moulage setup 	
14. Assemble simulation specific resources (e.g. scenario, SP case, teaching script, programming list)	
15. Conduct pilot activity for simulations (i.e. dress rehearsal, field test, run-through)	
16. Plan for evaluation of the simulation activity	
17. Modify simulation activities based on pilot activities	

D. Implement simulation activity	
1. Conduct prebriefing/briefing/orientation	
a. Review potential physical and psychological risks	
b. Create a psychologically-safe environment	
2. Facilitate simulation	
a. Manage personnel and equipment	
b. Manage evolving simulation needs	
c. Manage evolving participant needs	
d. Manage issues that arise during the simulation (e.g. equipment failure, unexpected behaviors or events)	
e. Manage physical and psychological risks related to simulation	
f. Identify participant performance	
g. Maintain psychologically-safe simulation environment	
3. Conduct participant assessment	
a. Manage physical and psychological risks	
b. Address performance	
i. Facilitate debriefing	
ii. Provide feedback	

c. Facilitate reflective thinking	
d. Promote transfer of learning to practice	
e. Facilitate development of action plans related to performance	
f. Maintain psychologically-safe simulation environment	
4. Participate in simulation team debriefing and feedback	
E. Analyze simulation activity evaluations	
F. Modify future simulation activities based on analyzed evaluations	
G. Reliability and validity <ul style="list-style-type: none"> 1. Differentiate the concepts of reliability and validity in designing simulation activities 2. Analyze how changes in simulation activity design may impact reliability and validity 	
H. Recognize the unique criteria for developing and implementing interprofessional simulation activities	
I. Apply ethical principles in simulation activities	

DOMAIN IV: SIMULATION RESOURCES AND ENVIRONMENTS (14%)	
A. Recommend modifications to simulation facility/program to improve outcomes	

B. Manage technical and material problems (e.g. video capture, simulator failures, supplies)	
C. Recognize and report gaps, needs, and/or opportunities for a simulation program (e.g. equipment, staffing, policies)	
D. Identify how specific factors impact operational changes (e.g. purchases, staffing, logistics, policies)	
E. Apply strategies for managing risks in a simulation program/center	
F. Utilize resources effectively and efficiently (e.g. money, people, space)	