

### Fellowship Program Standards and Criteria

Application for Accreditation in Fellowship Program will be limited to those Programs actively involved in simulation activities.

The 5 Fellowship sections of the Standards are related to: (1) Program Infrastructure, (2) Program Resources, (3) Educational Activities (4) Scholarship, and (5) Program Evaluation and Improvement.

STANDARD/EVIDENCE	
<p><b>1. PROGRAM INFRASTRUCTURE</b></p> <p><i>a. The Simulation Program has an intentional and credible commitment to simulation specific fellowship activities.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>
<p>i. Describe how the fellowship activities link to the simulation program’s mission and/or vision.</p>	<ul style="list-style-type: none"> <li>• The Simulation Fellowship Program should be considered an essential component of the Simulation Program’s overall Strategic Plan and/or Program goals</li> <li>• The description of the process:               <ul style="list-style-type: none"> <li>a. Includes alignment with Program and institutional goals</li> <li>b. Describes how research activities are chosen and/or assigned in a way that is consistent with the Program’s goals</li> </ul> </li> </ul>
<p>ii. Provide an example of how you align the Fellowship Program activities to the fellowship and simulation program mission and/or vision.</p>	<ul style="list-style-type: none"> <li>• It is important to recognize that while a Fellowship Program need not be emphasized as a specific activity in the Program mission and/or vision, the fellowship activities conducted should be within the scope of the Program mission and/or vision.</li> <li>• A Fellowship Program may have defined activities that all members participate in or the activities may be unique and customized to the individual member. In either case, the activity should be aligned with the Program mission and/or vision.</li> </ul>
<p><i>b. The Fellowship Program has an established record of organizational support.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>

	<p>i. Provide the organizational chart that demonstrates the Fellowship Program's organization and structure including lines of authority within the program and within the organization.</p>	<ul style="list-style-type: none"> <li>• The purpose of this criterion is to demonstrate the Fellowship Program's place within the larger organization and its link to the Simulation Program if it does not sit within that department.</li> <li>• The Fellowship Program should report or be overseen by an individual and/or group considered to be a governing or oversight body which provides high level leadership and guidance for Fellowship Program activities.</li> <li>• The organizational chart provided here may be the same as the organizational chart provided for CORE criterion 1.b.ii. For the purposes of this criterion, reviewers will be looking primarily for organizational structure specific to the Fellowship Program.</li> </ul>
	<p>ii. Describe how the governance structure including people or committees that provide oversight and/or advisory functions to the Fellowship Program.</p>	<ul style="list-style-type: none"> <li>• The purpose of this criterion is to provide a narrative description of the organization chart provided in 2.b.i.</li> <li>• Often, especially with complex organizational structures, it is helpful to provide this description so reviewers can understand the roles and relationships.</li> <li>• If a governing body exists, include in the narrative the governing body's purpose, responsibilities, membership and frequency of meetings. Whether the Fellowship Program reports to an individual and/or group, this individual and/or group is considered a governing or oversight body which provides high level leadership and guidance for Fellowship Program activities. This governing or oversight body should provide a direct link to overall institutional goals and Simulation Program goals.</li> <li>• The response to the criterion may include: <ul style="list-style-type: none"> <li>○ If there is a governing body or individual, how do they function and what is their relationship to the Fellowship Program and the Simulation Program?</li> <li>○ If there is an advisory body or individual, how do they function and what is their relationship to the Fellowship Program and the Simulation Program?</li> <li>○ How are decisions made regarding Fellowship Program activity and resources?</li> <li>○ What is the Simulation or Fellowship Program Director's role in any of the examples above?</li> </ul> </li> <li>• While programmatic and/or learner evaluations may be used by an oversight/governance body, programmatic and/or learner evaluations alone</li> </ul>

		are not sufficient to meet this criterion.
	iii. Describe how the lines of authority of the Fellowship Program link to the Simulation Program.	The day-to-day oversight of fellowship activities may lie outside the Simulation Program and the Fellowship Program. Provide a description of how the lines of authority link those that are performing this daily oversight to high level oversight by the Fellowship Program within the Simulation Program.
c. <i>The Fellowship Program is financially stable.</i>		This is the standard statement. There is no need to provide evidence to meet this particular element (line item).
	i. Describe the funding process for the Fellowship Program.	<ul style="list-style-type: none"> <li>• This criterion is intended to demonstrate the financial commitment made by the Simulation Program or organization to ensure a quality simulation Fellowship Program.</li> <li>• The intention here is to highlight the financial commitment to the Fellowship Program or organization has made to ensure a quality program of simulation fellowship. Examples may include: FTE support for simulation fellowship training, access by fellows to institutional resources such as statistical support and equipment necessary for simulation related training and research, etc. Detailed descriptions of financial commitments are not necessary. Line items or summaries of financial support will suffice.</li> <li>• Provide a description of mechanisms for individual fellowship financial support. Examples may include: <ul style="list-style-type: none"> <li>a. Salaried support from the Fellowship Program or institution with or without obligation of work effort.</li> <li>b. Fellow supported through participation in another formal institutional department fellowship program.</li> <li>c. Financial support from the fellow's home institution/department.</li> <li>d. Grant awards to Fellowship Program or individual fellow.</li> <li>e. Fellow self-support.</li> </ul> </li> <li>• Describe anticipated challenges in financial stability and how they plan to be addressed to provide financial stability.</li> <li>• Describe anticipated growth of the program and how it will be financially supported</li> </ul>
d. <i>The Fellowship Program has simulation fellowship program specific policies and procedures.</i>		This is the standard statement. There is no need to provide evidence to meet this particular element (line item).

	<p>i. Provide Fellowship Program specific policies. These should include at a minimum, the policies/procedures listed below.</p>	<p>The purpose of this criterion is to assure the Program has basic policies and processes in place.</p> <p>Policies and Procedures should be thoughtful and detailed, such that a reader without any knowledge of your Program could understand what is expected of the faculty, staff, students and the organization.</p>
	<p>1. Fellowship Program recruitment</p>	<ul style="list-style-type: none"> <li>• The Fellowship Program should have a systematic and standard process for recruiting fellows.</li> <li>• Examples of what a recruitment policy may include are: <ul style="list-style-type: none"> <li>○ Responsibilities of management and supervisors</li> <li>○ Pre-recruitment activities such as development or revision of job description.</li> <li>○ Process for internal and external advertising.</li> <li>○ Processes for screening applicants and selection criteria and tools.</li> <li>○ Interview and reference checking process</li> </ul> </li> </ul>

	<p>2. Fellowship Program outcome/expectations</p>	<ul style="list-style-type: none"> <li>• The Policy and Procedure related to Fellowship Program outcomes/expectation outlines the steps involved in the process described in Fellowship Program Educational Activities 3.a.iii.</li> <li>• This policy should also include the process for setting outcomes/expectations with individual fellows and assessing them throughout their fellowship as described in Fellowship Program Educational Activities 3.c.i</li> </ul>
<b>STANDARD/EVIDENCE</b>		<b>Application RESPONSE</b>
<p><b>2. PROGRAM RESOURCES</b>  <i>a. The Simulation Program has a designated individual responsible for providing oversight of the Fellowship Program.</i></p>		<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item)</p>
<p>i.</p>	<p>Provide job description and/or other descriptive documents for the individual.</p>	<ul style="list-style-type: none"> <li>• This person should be the Simulation Program representative and may or may not be the subject matter expert. They should be an employee of the Simulation Program.</li> <li>• That person does not need to have an official title of “Program Director,” but may have another title, including “manager,” as defined by their organization.</li> <li>• Additionally, it may be possible for Fellowship Management/Leadership to be shared across multiple individuals/roles such as with a Fellowship Director, Medical Director, and/or Research Director.</li> </ul>
<p>ii.</p>	<p>Provide the biosketch for the individual</p>	<ul style="list-style-type: none"> <li>• Using the accreditation biosketch template provided, provide an accreditation biosketch.</li> </ul>

<p>iii. Describe how the individual is qualified for simulation oversight of the Fellowship Program.</p>	<ul style="list-style-type: none"> <li>• For Fellowship administrative management/leadership position, provide evidence of skills and experience that match the needs of the Fellowship. This evidence can include:             <ol style="list-style-type: none"> <li>1) Academic preparation</li> <li>2) Simulation related training and experience</li> <li>3) Clinical experience</li> <li>4) Leadership experience</li> <li>5) Educational experience</li> <li>6) Administrative/Management experience</li> </ol> </li> </ul>
<p>iv. Describe how the individual has dedicated time to meet the need of the program.</p>	<ul style="list-style-type: none"> <li>• Demonstrate that this individual is assigned sufficient time in this role to support the mission/vision of the fellowship.</li> <li>• This may be demonstrated by the job description that shows percent effort by areas of responsibility and highlights simulation fellowship activities or by a letter from their supervisor.</li> </ul>
<p><i>b. The Fellowship Program has adequate faculty/educators/subject matter experts to support its mission/vision.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>
<p>i. Describe the duties of the faculty/educators/subject matter experts roles and responsibilities</p>	<p>This person(s) could be considered an additional mentor to the Simulation Fellow.</p>
<p>ii. Provide accreditation biosketches for all faculty/educators subject matter experts.</p>	<ul style="list-style-type: none"> <li>▪ Using the accreditation biosketch template provided, provide an accreditation biosketch for each educator/subject matter expert who teaches fellows (max of 5).</li> <li>▪ This standard does not apply to fellowship staff, which is addressed in the Fellowship standard 2.c.</li> </ul>

<p>iii. Provide a brief narrative that describes how each is qualified for their position, including any applicable certifications, experience and expertise.</p>	<ul style="list-style-type: none"> <li>• Provide evidence of skills and experience that match the needs of the Fellowship. This evidence can include: <ul style="list-style-type: none"> <li>○ Simulation related training and experience</li> <li>○ Academic preparation</li> <li>○ Clinical experience</li> <li>○ Leadership experience</li> <li>○ Educational experience</li> <li>○ Administrative/Management experience</li> <li>○ Simulation related publications</li> <li>○ Simulation conference presentations or webinars</li> </ul> </li> </ul>
<p>iv. Describe how the Fellowship Program has access to faculty/educators/subject matter experts to support the mission/vision of the Fellowship Program</p>	<ul style="list-style-type: none"> <li>▪ The purpose of this criterion is to ensure that the Simulation Program has access to adequate staff to support the mission and vision of the fellowship.</li> <li>▪ This may include the number of faculty and the percentage of time each faculty has allocated to the fellowship.</li> <li>▪ Provide a narrative of how the individuals identified above are felt to be adequate to support the fellowship.</li> <li>▪ This standard does not apply to fellowship staff, which is addressed in the Fellowship standard 2.c.</li> </ul>
<p>v. Describe how the faculty/educators/subject matter experts are oriented to their roles</p>	<ul style="list-style-type: none"> <li>• For the purpose of this criteria, “faculty/educators/subject matter experts” are those specifically involved in the fellowship training. This standard does not apply to fellowship staff, which is addressed in the Fellowship standard 2.c.</li> <li>• The purpose of this criterion is to demonstrate how fellowship faculty/educators/subject matter experts are oriented to their roles.</li> <li>• The orientation Program should be relevant to the role. A “one size fits all” orientation is probably not appropriate unless all members of the Program actually perform all roles.</li> <li>• Examples of orientation documentation that may be submitted include: <ul style="list-style-type: none"> <li>○ Orientation training agenda</li> <li>○ Orientation pathway</li> <li>○ Orientation checklist</li> </ul> </li> </ul>

<p>vi. Describe the ongoing evaluation and feedback process for Program faculty</p>	<ul style="list-style-type: none"> <li>▪ The premise of this criterion is that feedback is needed and this feedback should be used to implement changes in educational approach.</li> <li>▪ The feedback process referred to in this criterion may be formative in nature.</li> <li>▪ The feedback referred to in this criterion should be more than a routine annual evaluation. For instance, if a specific issue is identified related to a specific educator (this could come from peer observation, participant evaluation, etc), how is it communicated with the educator and how is it followed up?</li> <li>▪ The response to this criterion should be specific for feedback/changes in educators, not in educational content (curriculum).</li> <li>▪ This standard does not apply to fellowship staff, which is addressed in the Fellowship standard 2.c.</li> </ul>
<p><i>c. The Fellowship Program has adequate staff to support its mission/vision.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>
<p>i. Describe the duties of the Program staff roles and responsibilities</p>	<p>Provide job descriptions and/or provide daily duties and workload distribution of fellowship staff.</p>
<p>ii. Provide accreditation bio-sketches for all staff</p>	<ul style="list-style-type: none"> <li>▪ Using the accreditation biosketch template provided, provide an accreditation biosketch for staff involved in fellowship activities.</li> <li>▪ This standard does not apply to fellowship educators, which is addressed in the Fellowship standard 2.b.</li> </ul>
<p>iii. Describe how program staff are oriented to their roles</p>	<ul style="list-style-type: none"> <li>• For the purpose of this criteria, “program staff” are those specifically involved in the supporting the fellowship training program, but are not necessarily educators or context experts, although it is possible to have overlap of responsibilities within these roles. This standard does not apply to fellowship educators/subject matter experts, which is addressed in the Fellowship standard 2.c.</li> <li>• The orientation Program should be relevant to the role. A “one size fits all”</li> </ul>

	<p>orientation is probably not appropriate unless all members of the Program actually perform all roles.</p> <ul style="list-style-type: none"> <li>• Examples of orientation documentation that may be submitted include: <ul style="list-style-type: none"> <li>○ Orientation training agenda</li> <li>○ Orientation pathway</li> <li>○ Orientation checklist</li> </ul> </li> </ul>
<p>iv. Describe the ongoing evaluation and feedback process for program staff</p>	<ul style="list-style-type: none"> <li>• The premise of this criterion is that feedback is needed and this feedback should be used to implement changes in the processes of the fellowship program.</li> <li>• The feedback process referred to in this criterion may be formative in nature.</li> <li>• The feedback referred to in this criterion should be more than a routine annual evaluation. For instance, if a specific issue is identified related to a specific staff member (this could come from peer observation, educators, participant evaluation, etc), how is it communicated with the staff and how is it followed up?</li> <li>• The response to this criterion should be specific for feedback/changes in staff, operations or program processes.</li> <li>• This standard does not apply to fellowship educators, which is addressed in the Fellowship standard 2.b.</li> </ul>
<p><i>d. The Fellowship Program provides access to a mentor(s) to support the fellow.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>
<p>i. Describe how the Fellowship Program has access to sufficient mentors to support the fellow</p>	<ul style="list-style-type: none"> <li>• The purpose of this criterion is to ensure that the Simulation Program has adequate mentors to support the fellow/fellows.</li> <li>• This may include the number of mentors and the percentage of time each mentor has allocated to the fellowship, as well as a breakdown of how their dedicated fellowship time is allocated.</li> <li>• Provide a narrative of how Program mentors identified above are felt to be adequate to support the fellowship.</li> </ul>

<p>ii. Describe how mentors support the fellows</p>	<p>Describe the expectations of the fellowship mentors. This could include documentation of mentorship responsibilities or meetings and topics covered.</p>
<p>iii. Provide a list of the most active mentors (maximum of 10). Onsite reviewers will choose three (3) mentors to review.</p>	<ul style="list-style-type: none"><li>▪ Some of the mentors may be listed as educators in response to other criterion.</li></ul>

<p>iv. Provide accreditation biosketches for your most active Fellowship Program mentors (maximum of 5)</p>	<ul style="list-style-type: none"> <li>• Using the accreditation biosketch template provided, provide an accreditation biosketch for active fellowship mentors (max of 5).</li> </ul>
<p>v. Describe how each mentor is qualified as a content expert for their role, including any applicable certifications, experience and expertise</p>	<ul style="list-style-type: none"> <li>• Provide evidence of skills and experience of the mentors that match the needs of the Fellowship. This evidence can include: <ul style="list-style-type: none"> <li>○ Academic preparation</li> <li>○ Administrative/Management experience</li> <li>○ Clinical experience</li> <li>○ Leadership experience</li> <li>○ Educational experience</li> <li>○ Simulation technology and operations certifications</li> <li>○ Simulation related training and experience</li> <li>○ Simulation related publications</li> <li>○ Simulation conference presentations or webinars</li> <li>○ Previous mentorship roles and/or training</li> </ul> </li> </ul>

<p>vi. Describe how Fellowship Program mentors are oriented to their roles</p>	<ul style="list-style-type: none"> <li>• The orientation Program should be relevant to the mentorship role.</li> <li>• Examples of orientation documentation that may be submitted include: <ul style="list-style-type: none"> <li>○ Mentorship training agenda</li> <li>○ Mentorship articles</li> <li>○ Mentorship checklist</li> </ul> </li> </ul>
<p>vii. The simulation program has a process to assure ongoing development and competence of its mentors, at least annually</p>	<ul style="list-style-type: none"> <li>▪ The intent of this standard is to identify how mentors engage in a continuous improvement process to develop and refine their mentoring skills.</li> <li>▪ Ongoing professional development of mentors may include: Educators attending organizational, regional, national, local or other conferences or educational events. Reading articles on mentorship and networking/discussions with other simulation fellowship mentors.</li> <li>▪ Document or describe the process your fellowship program follows.</li> </ul>

<p>viii. Document the ongoing evaluation and feedback process for program mentors</p>	<ul style="list-style-type: none"> <li>• Document the process for evaluation of program mentors.</li> <li>• Provide completed evaluations for program mentors (max of 3).</li> <li>• Describe the feedback process. How are mentor areas of improvement identified and how are they communicated and followed up?</li> </ul>
<p><b>3. EDUCATIONAL ACTIVITIES</b>  <i>a. The Fellowship Program is committed to providing high-quality learning activities according to simulation best practices.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item)</p>
<p>i. Provide the Fellowship Program curriculum.</p>	<p>The response to this criterion should be documentation of the Fellowship Program curriculum that outlines the areas of focus, objectives/outcomes, activities, and evaluation.</p>
<p>ii. Describe how the program links its simulation fellowship curriculum to the program’s mission and vision.</p>	<ul style="list-style-type: none"> <li>▪ The response to this criterion should demonstrate how the Fellowship Program’s curriculum is in line with the Program’s mission and vision.</li> </ul> <p><b>SAMPLE:</b> <i>The Director of the Fellowship Program completes a review of the curriculum yearly to ensure that all activities are consistent with the mission of Simulation Program ABC. A yearly report is created and shared with the Simulation Program Director and the Advisory Committee of Simulation Program ABC. An example of the yearly report is attached as Appendix X.</i></p>
<p>iii. Describe the process used to identify learning objectives/outcomes for the Fellowship program</p>	<p>The response to this criterion should demonstrate a process by which the Fellowship Program utilizes various sources (needs analysis, gap analysis, expert assessment, learner request, regulatory requirements) to identify learning objectives/outcomes.</p>
<p>iv. Describe how the educational activities of the Fellowship Program are designed.</p>	<ul style="list-style-type: none"> <li>▪ The premise of this criterion is that the Fellowship Program should use a thoughtful and deliberate process as well as sound</li> </ul>

	<p>educational principals in the development of simulation activities.</p> <ul style="list-style-type: none"> <li>▪ Educational principles used in development of simulation activities may stem from theories of adult learning, experiential learning, active learning, etc. If specific learning theories are utilized, these should be identified.</li> <li>▪ This should include how specific activities will accomplish the objectives/outcomes of the Fellowship Program.</li> </ul>
v. Provide documentation of simulation fellowship customized/individualized activities in any of the following areas: e.g., Education, Technology, Administration, Research (maximum of 3)	<ul style="list-style-type: none"> <li>▪ The intent of this criterion is that the Fellowship Program should be customizing/individualizing activities for each fellow based on the fellow's chosen area of focus. (e.g., Education, Technology, Administration, or Research)</li> <li>▪ Provide a maximum of 3 examples of customized/individualized fellow activities.</li> </ul>
<i>b. There is a documented process for orienting new fellows.</i>	This is the standard statement. There is no need to provide evidence to meet this particular element (line item).
i. Describe the orientation process for new fellows	<ul style="list-style-type: none"> <li>• The intent of this standard is to identify how new fellows are oriented to the fellowship program.</li> <li>• This could include orientation to the simulation environment, simulation modalities used by the Program, simulation specific elements, fellowship curriculum, and fellowship expectations. Please include who is responsible for orienting the new fellows.</li> <li>• Examples of orientation documentation may include: <ul style="list-style-type: none"> <li>a. Orientation training agenda</li> <li>b. Orientation pathway</li> <li>c. Orientation checklist</li> </ul> </li> </ul>
<i>c. There is a documented process for assessing individual fellows</i>	This is the standard statement. There is no need to provide evidence to meet this particular element (line item).
i. Describe the process for assessing individual fellows	<ul style="list-style-type: none"> <li>▪ The premise of this criteria is that all fellows should be assessed throughout their fellowship</li> <li>▪ This assessment should be specific to the objectives/outcomes of the Fellowship Program.</li> <li>▪ Sources of assessment may include: <ul style="list-style-type: none"> <li>○ Self-Assessment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Peer assessment</li> <li>○ Assessment by designated simulation expert(s)</li> <li>○ Assessment by the Fellowship Program Director</li> <li>▪ Fellows assessment should be based on at least two sources (i.e., not limited to self-assessment alone.)</li> </ul>
<p><b>4. SCHOLARSHIP</b>  <i>a. The Simulation Fellowship Program has a mechanism in place for the fellows to participate in scholarly activities that align with the mission and vision of the program.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>
<p>i. Describe the process for fellows to participate in activities that demonstrate scholarship</p>	<ul style="list-style-type: none"> <li>● Fellowship Programs may have a set curriculum for the fellows or it could be individualized. They may also have customized scholarly activities based on the individual interests of specific fellows. Both types of scholarly activities should be addressed in the sub criterion.</li> <li>● The premise of this criterion is that Fellowship Programs should use a thoughtful and deliberate process as well as sound educational principles in development of fellowship scholarly activities. These may include grant preparation, presentation skills, authorship and publication, scholarly writing, data management and statistical analysis.</li> <li>● All individuals involved in the fellowship activity design should be familiar with the process provided in response to this criterion.</li> </ul>

<p>ii. Describe how the scholarship activities are evaluated in a systematic and routine manner</p>	<ul style="list-style-type: none"> <li>▪ Fellow scholarly activities should be evaluated in a systematic and routine matter.</li> <li>▪ An example might be monthly mentorship meetings that included guidance and evaluation of fellowship progress in scholarship activities.</li> </ul>
<p>iii. Provide a list of up to 5 scholarly/capstone projects completed by the fellows</p>	<ul style="list-style-type: none"> <li>▪ Provide a list of up to 5 Scholarly/Capstone projects that have been completed by fellows.</li> <li>▪ For each project, include a brief description of the fellow's chosen area of focus, project's goals and objectives and project outcomes such as publications and/or presentations.</li> </ul>
<p><b>5. PROGRAM EVALUATION AND IMPROVEMENT</b>  <i>a. The Simulation Fellowship Program has mechanisms in place for process improvement.</i></p>	<p>This is the standard statement. There is no need to provide evidence to meet this particular element (line item).</p>
<p>i. Document or describe the quality management and/or continuous improvement process</p>	<ul style="list-style-type: none"> <li>• This sub-criterion addresses programmatic improvements specific to the Fellowship Program.</li> <li>• Programs should have a process for identifying areas of improvement and a plan for the improvement implementation. Improvement plans are often reviewed and updated yearly.</li> </ul>

	<ul style="list-style-type: none"> <li>• Common quality improvement models used by Simulation Programs include: <ul style="list-style-type: none"> <li>○ Model for Improvement: Incorporates Plan-Do-Study-Act (PDSA) cycles</li> <li>○ FADE: Focus, Analyze, Develop, Execute</li> <li>○ Six Sigma: DMAIC (define, measure, analyze, improve, control), or DMADV (define, measure, analyze, design, verify)</li> <li>○ These models are given as examples and are not meant to be prescriptive. No specific model is required for accreditation. The Program just needs to demonstrate a process that ensures programmatic improvements are addressed.</li> </ul> </li> <li>• Programmatic improvement processes should consider multiple areas within the Fellowship Program. Priority should be for areas that are high risk/high impact and activities that will affect achievement of the Program’s strategic plan/goals.</li> <li>• Examples of programmatic improvement may include: <ul style="list-style-type: none"> <li>○ Job/staffing issues</li> <li>○ Fellow recruitment</li> <li>○ Orientation (e.g. describe how the orientation program was adjusted based on feedback from faculty or feedback from participants)</li> <li>○ Setting fellow expectations and assessing outcomes</li> </ul> </li> <li>• A Program may follow the parent organization’s quality improvement plan, but the Program must demonstrate it is used to specifically address simulation needs and activities.</li> </ul>
<p>ii. Provide examples of changes implemented based on the fellowship activity review process</p>	<ul style="list-style-type: none"> <li>• The Program should provide examples of the processes as described above.</li> <li>• This typically involves documentation or description of an issue being identified, the issue being addressed, and the issue being resolved. Be sure to indicate the process clearly, who is responsible for each step, and how the Program ensures it is completed.</li> </ul>
<p>iii. Describe the process to address concerns and complaints</p>	<ul style="list-style-type: none"> <li>▪ Describe the process to address concerns and complaints. This should include identification of what concerns or complaints (or other similar terms) mean to the Fellowship Program, and how each are addressed.</li> <li>▪ Concerns or complaints may come from mentors, learners, instructors, educators, assessors, researchers or public.</li> </ul>

	<ul style="list-style-type: none"><li>▪ If available, provide a copy of the policy or written complaint resolution process.</li></ul>
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