



Society for Simulation in Healthcare  
**ACCREDITATION**

**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).
  - iv. 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 competent simulationists are included in the design of simulation educational activities.
  - ii. Document: Provide SSH accreditation biosketches for competent simulationists 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).
- 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 competent simulationists
  - i. Describe and provide supporting documentation for the orientation process for those that participate in the delivery of educational activities but are not competent simulationists.
  - ii. Describe the evaluation and feedback processes for those that participate in the delivery of educational activities but are not competent simulationists.

#### 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.