



Suggested Evidence of Performance at the CHSE® and CHSE-A® Levels for the Certification Standards and Elements

This tool has been prepared for the CHSE-A® applicant. The purpose of this document is to help the applicant understand the expected level of performance for each of the Standards at both levels of certification. The applicant should review the expected performance through the suggested evidence to determine if they demonstrate each Standard at the CHSE-A® level.

NOTE: the suggested evidence is not mandatory, nor is the volume indicative of how much should be done. The examples given are for the purposes of describing the types of activities and level of performance that is considered what a CHSE-A® would demonstrate for each standard.

PROFESSIONAL VALUES & CAPABILITIES

STANDARDS/ ELEMENTS	CERTIFIED HEALTHCARE SIMULATION EDUCATOR® SUGGESTED EVIDENCE	CERTIFIED HEALTHCARE SIMULATION EDUCATOR- ADVANCED® SUGGESTED EVIDENCE
1. INTEGRITY AND MOTIVATION: Insights into Professional Practice		
a. Demonstrates an awareness of and adherence to applicable laws and accepted ethical standards as published for each healthcare profession and Healthcare Simulation Code of Ethics.	<ul style="list-style-type: none"> Identifies and demonstrates knowledge of and adherence to legal issues and ethical standards in design and implementation of educational activities in the simulation environment. 	
b. Treats all learners and colleagues honestly and fairly and maintains a professional manner in educational and interpersonal activities.	<ul style="list-style-type: none"> Letters of reference illustrates consistent theme in character, integrity and honesty in educational work. 	
c. Demonstrates an appropriate level of self-awareness and professional behavior.	<ul style="list-style-type: none"> Understands limitations in expertise and is willing to seek appropriate content expertise and work as part of interprofessional team in design and delivery of simulation programming. May be reflected in personal statements or letters of reference. 	
d. Content delivered by the educator reflects evidence-based practice in simulation.	<ul style="list-style-type: none"> Demonstrates a commitment to the development of an organizational climate that fosters the development of simulation educators and learners. May be reflected in personal statements or letters of reference. Demonstrates a commitment to evidence-based practice and scholarly endeavor. Areas of expertise are employed in the conduct of the educator's courses of instruction or in the delivery of workshops, seminars and scholarly presentations. 	
e. Committed to excellence in simulation education.	<ul style="list-style-type: none"> Personal statement or reference letters describe commitment to excellence and success. Works with simulation providers to develop new technologies. 	
2. ACCOUNTABILITY		
a. Demonstrates a commitment to the overall educational objectives of the curriculum or simulation program.	<ul style="list-style-type: none"> Understands the overall educational objectives and ethos for each curriculum/program. 	<ul style="list-style-type: none"> Appraises, designs, and recommends educational strategic development, curricular development and design, and leads curricular programs.
b. Describes appropriate responsibility and sustainability efforts for simulation initiatives (e.g. fiscal resources, personnel, equipment, space).	<ul style="list-style-type: none"> Utilizes resources effectively and efficiently (people, space, money, equipment). May be reflected in personal statements or letters of reference. 	<ul style="list-style-type: none"> Utilizes strategic planning to support and sustain simulation initiatives/program. (May be reflected in personal statements or letters of reference).

3. LEADERSHIP		
a. Demonstrates advocacy for simulation education.	<ul style="list-style-type: none"> • Participates and contributes to a professional organization related to simulation. • Is recognized as a simulation contact or local expert in simulation within their organization. • Serves as a role model for simulation in their local learning community of practice. • Advocates for healthcare simulation in their local healthcare community. 	<ul style="list-style-type: none"> • Is recognized as a simulation expert at the state/province, multistate/multiprovince, national/international level • Conducts presentations, workshops, or faculty development activities at the state/province, multistate/multiprovince, national/international level in the field of simulation. • Articles related to simulation that are published in a peer-reviewed journal(s)
b. Demonstrates leadership capabilities	<ul style="list-style-type: none"> • Assumes leadership roles in local educational course development and delivery. • Effectively delivers a local educational program or activity. May submit learner evaluations as evidence. • Effectively engages with learners. May submit learner evaluations as evidence. • Influences and negotiates locally. • Supports and develops others. • Prioritizes educational and student needs. • Develops, mentors, and coaches learners. 	<ul style="list-style-type: none"> • Leads the delivery and/or development of programs, courses, curricula, conferences, or resources in simulation at the state/province, multistate/multiprovince, national/international level. • Delivers plenary, workshops, presentations at state/province, multistate/multiprovince, national or international level. • Actively participates in simulation initiatives in a national/international organization (e.g. leadership on a committee, task force). • Is recognized as a mentor and/or coach for other simulation professionals at the state/province, multistate/multiprovince, national/international level.
4. TEAMWORK		
a. Demonstrates team-working capabilities.	<ul style="list-style-type: none"> • Builds and maintains professional relationships. • Collaborates in the development and delivery of an educational activity. • Works collaboratively with colleagues. • Communicates effectively with learners and peers. May submit learner evaluations as evidence. • Employs authority and assertiveness appropriately. 	<ul style="list-style-type: none"> • Is recognized in influencing policymakers or in building simulation-based networks at the state/province, multistate/multiprovince, national, international level (e.g. alliances, consortiums, think tanks.) • Demonstrates ability to engage in building interprofessional collaborations (between departments/organizations etc)

SCHOLARSHIP—SPIRIT OF INQUIRY

STANDARDS/ ELEMENTS	CERTIFIED HEALTHCARE SIMULATION EDUCATOR® SUGGESTED EVIDENCE	CERTIFIED HEALTHCARE SIMULATION EDUCATOR- ADVANCED® SUGGESTED EVIDENCE
1. BUILDS NEW KNOWLEDGE		
a. Demonstrates a spirit of inquiry through demonstrating a commitment to their individual continuing professional education and development.	<ul style="list-style-type: none"> • Determines and engages in own continuing professional education and development by attending webinars, seminars, meetings, and/or conferences related to simulation education or instruction. • Discovers updates in simulation literature as evidenced by: joining list serves, commenting on postings, journal clubs, and performing literature searches. • Obtains continuing education credits pertaining to simulation yearly. • Describes changes and improvement in their own teaching as a result of continuing education. • Provides a list of scholarly activities in last three years (projects, papers, posters, new curricula developed) that the individual personally contributed to. • Attends a course or seminar that address writing of grants and proposals for research that can be applied to simulation. 	<ul style="list-style-type: none"> • Writes and/or develops national policies and/or guidelines related to simulation. • Publishes simulation-related items in peer-reviewed forums. • Produces and/or performs novel work within established field. • Demonstrates continuous professional development as evidenced by assessing self, achieving success by reassessing goals, finding mentors, taking the lead, influencing others and strategic thinking. • Enrolls in a formal course of study (certificate programs, fellowships, degree programs, etc.) in simulation methods and practices. • Participates in simulation-related conference planning.
b. Demonstrates appropriate knowledge of simulation-based education.	<ul style="list-style-type: none"> • Has knowledge of the basic concepts behind several simulation modalities (For example: Standardized and Simulated Patients, mannequins, task trainers, virtual reality, computer-based instruction, etc.). • Understands the strengths and limitations of current simulation methods. 	<ul style="list-style-type: none"> • Illustrates a high-level insight into the underpinning concepts and theories of simulation-based education, including the development of new theoretical models. • Engages in peer review of simulation processes (e.g. abstract review, manuscript review, review of simulation for publication, grant reviews). • Advises in the advantages and limits in using simulation education in various contexts.
c. Demonstrates ability to critically self-reflect.	<ul style="list-style-type: none"> • Describes instances of feedback and associated reflections and any changes in response to the feedback. May be reflected in personal statements or self-reflection papers. 	<ul style="list-style-type: none"> • Engages in frequent self-reflection and uses it creatively to develop new insights and strategies in simulation-based education.
2. INTERPRETS NEW KNOWLEDGE		
a. Demonstrates the ability to analyze and critically interpret evidence and new practices relevant to simulation education.	<ul style="list-style-type: none"> • Analyzes routine outcomes data from simulation programs and incorporates findings into future educational program development. 	<ul style="list-style-type: none"> • Prepares a systematic literature review and analysis of a topic(s) in healthcare simulation for publication. • Publishes on new areas in simulation education.

		<ul style="list-style-type: none"> • Develops new models or concepts of simulation-based practice either individually or in collaboration with colleagues; shares in a peer-reviewed format (poster, presentation, publication). • Evaluates new ideas in simulation methodology; shares in a peer-reviewed format (poster, presentation, publication).
3. APPLICATION OF NEW KNOWLEDGE		
a. Demonstrates the ability to integrate new insights into simulation-based theory and practice.	<ul style="list-style-type: none"> • Demonstrates new activities as educationally effective. May submit outcome data from their program or simulation-based educational activity as evidence. • Describes or demonstrates an application of evidence-based educational principles into a simulation exercise. • Describes a current research finding that has been integrated into their personal educational simulation-based practice. 	<ul style="list-style-type: none"> • Synthesizes new knowledge in the improvement or enhancement of simulation activities. • Links and assembles new educational theory or frameworks into learning activities. • Designs and develops new educational activities that address new learning needs. • Translates knowledge and concepts from other fields into relevant and new simulation-based applications.
4. ADVANCES TEACHING PRACTICES IN THE FIELD OF SIMULATION		
a. Demonstrates involvement in advancing educational practices for simulation.	<ul style="list-style-type: none"> • Participates in teaching activities that advance the field of simulation locally. • Participates in developing and testing instructional materials used in healthcare simulation. 	<ul style="list-style-type: none"> • Originates creative and innovative applications of new knowledge that advances simulation concepts and methods beyond the local level. • Advances learning theory through rigorous research. • Creates an organizational culture that supports evidence-based innovation and change. • Presents or publishes best practices in simulation education in peer-reviewed format. • Produces and/or performs creative work within established field; shares beyond local level. • Participates in teaching activities that advance the field of simulation at the multistate/multiprovince, national, or international level. • Develops educational and/or research networks and associated communities of practice. • Contributes significantly to simulation-related policy development and implementation. • Developing new technology and applications in healthcare simulation.

DESIGNING & DEVELOPING SIMULATION ACTIVITIES

STANDARDS/ ELEMENTS	CERTIFIED HEALTHCARE SIMULATION EDUCATOR® SUGGESTED EVIDENCE	CERTIFIED HEALTHCARE SIMULATION EDUCATOR- ADVANCED® SUGGESTED EVIDENCE
1. NEEDS ASSESSMENT		
a. Demonstrates the ability to perform a needs assessment.	<ul style="list-style-type: none"> Develops and delivers a simulation activity with appropriate needs assessment summary. Develops and delivers an educational plan for working with faculty in simulation activity development discussions to ensure simulation is integrated. 	<ul style="list-style-type: none"> Identifies, designs, and conducts need assessments for educational activities. (e.g., interprofessional teams/ethical dilemmas/mass casualty triage) Evaluates the results of needs assessments across the continuum Communicates the findings of the needs assessment with the stakeholders
2. WRITING GOALS AND OBJECTIVES		
a. Demonstrates the ability to translate needs assessment into appropriate educational goals and objectives.	<ul style="list-style-type: none"> Has knowledge of the basic concepts of educational goals and objectives. Writes appropriate and coherent goals and objectives for simulation activities based on a needs assessment. Provides examples. 	<ul style="list-style-type: none"> Develops appropriate educational goals and objectives for simulation activities that address the needs of multiple learners, based on the needs assessment. Develops appropriate educational goals and objectives for courses that address the needs of programs and organizations based on their needs assessment.
3. INSTRUCTIONAL DESIGN		
a. Demonstrates the use of theoretical and evidenced based educational models in the construction of a simulation educational activity.	<ul style="list-style-type: none"> Has knowledge of the basic concepts behind instructional design. Participates in the creation of instructional materials based on educational principles for healthcare simulation exercises. Uses appropriate educational theory in the construction of simulation education activities. Uses simulation activity templates that demonstrate awareness of learning outcomes to be assessed during simulation. Collaborates with other professionals in developing instructional materials for simulation activities. 	<ul style="list-style-type: none"> Demonstrates the use of theoretical evidenced-based educational models Develops novel applications of educational theory in the construction of a simulation activities. Creates simulation activity templates that demonstrate awareness of learning outcomes to be assessed during simulation.
b. Demonstrates an ability to select appropriate simulation modality to meet the objectives of the experience.	<ul style="list-style-type: none"> Selects appropriate simulation modality(ies) to achieve the stated objectives of the experience. 	<ul style="list-style-type: none"> Appraises the value of all simulation modalities to support goals and objectives. Advises simulation educators and other stakeholders in the appropriate use of various

		modalities.
c. Demonstrates appropriate awareness of cultural, gender, and experiential diversity.	<ul style="list-style-type: none"> • Demonstrates awareness of the potential influences of cultural, gender and experiential diversity on learning through appropriate design of the simulation activity. 	<ul style="list-style-type: none"> • Considers and integrates awareness of cultural, gender and experiential diversity when constructing complex simulation activities
d. Demonstrates an ability to integrate simulation based educational activities into existing curriculum and/or healthcare practice.	<ul style="list-style-type: none"> • Participates in the integration of simulation activities into overall system (eg. nursing, medical, allied healthcare, or pre-hospital) curricula. 	<ul style="list-style-type: none"> • Establishes strategic educational leadership when incorporating simulation activities into curricula. • Establishes/participates in the development of policy at the local or national level that incorporates simulation activities into the overall educational program.
4. ASSESSMENT AND EVALUATION OF LEARNERS		
a. Demonstrates an understanding of the theoretical basis for the assessment and evaluation of learners.	<ul style="list-style-type: none"> • Has knowledge of the basic concepts of assessment and evaluation in healthcare education • Knowledge of common validated assessment and evaluation tools for simulation activities • Applies principles of assessment and evaluation theory to simulation activities • Identifies knowledge, skills, attitudes and behaviors consistent with the appropriate conduct of a fair assessment and/or evaluation • Utilizes checklists and/or global rating scales. • Completes assessment reports 	<ul style="list-style-type: none"> • Utilizes validated assessment and evaluation tools for simulation activities • Designs, develops and implements appropriate assessment and evaluation methodologies for a wide range of simulation activities • Appropriately implements tested and validated methods in summative and high stakes assessment • provides evidence of validity and reliability when using summative and high stakes assessment • Participates in the design, development and implementation of facilitator and rater training programs

IMPLEMENTING & EVALUATING SIMULATION ACTIVITIES

STANDARDS/ ELEMENTS	CERTIFIED HEALTHCARE SIMULATION EDUCATOR® SUGGESTED EVIDENCE	CERTIFIED HEALTHCARE SIMULATION EDUCATOR- ADVANCED® SUGGESTED EVIDENCE
1. DELIVERY OF EDUCATIONAL ACTIVITY		
a. Demonstrates appropriate understanding of the educational activity, including content, methodologies, learning goals, objectives and outcomes.	<ul style="list-style-type: none"> Has knowledge of the basic concepts of delivery of educational material to learners. Provides an example outline of a simulation encounter developed by the applicant that demonstrates delivery of an educational activity. Examples can include goals, objectives, assessment method(s), quality control, logistical notes, instructor notes, learner notes, lessons learned, learner feedback. Discusses how appropriate educational theory and practice supports the intended simulation activity. May submit self-reflective statement as evidence. 	<ul style="list-style-type: none"> Conveys principles of simulation activity design and delivery to others through lecture, webinar, workshops, and seminars. Leads development and implementation of simulation activities in collaboration with colleagues. Implements simulation activities dependent on the learning objectives.
b. Demonstrates an ability to adapt the educational activity to the needs of the learner.	<ul style="list-style-type: none"> Adapts the simulation activity to meet the learning needs of a variety of learners including different professional groups. May submit a list of activities and learner types in their area of responsibility as evidence. Adapts to a changing/evolving scenario. May submit self-reflective statement as evidence. 	<ul style="list-style-type: none"> Teaches others how to adapt simulation methods for different levels of learners
c. Demonstrates an ability to assist learners in meeting and/or exceeding educational goals/ objectives.	<ul style="list-style-type: none"> Facilitates learner engagement in relation to the simulation activity. Facilitates learner engagement by employing teaching techniques that motivate learners. 	<ul style="list-style-type: none"> Develops an educational strategy incorporating simulation activities to help all learners meet stated learning goals, objectives and outcomes. Responds to just-in-time or urgent learning opportunities (e.g. Ebola procedures training). During simulation activities, demonstrates how to appropriately manage difficult situations (e.g. unanticipated learner behaviors and challenges)
d. Demonstrates a learner-centered educational approach.	<ul style="list-style-type: none"> Through examples, provides evidence for implementing a learner-centered approach to instruction. 	<ul style="list-style-type: none"> Creates faculty development resources (eg self study materials, workshops) Trains and mentors faculty in developing learner-centered educational activities.

2. EFFECTIVE MANAGEMENT OF THE LEARNING ENVIRONMENT AND EDUCATIONAL ACTIVITY		
a. Demonstrates the ability to maintain a safe learning environment.	<ul style="list-style-type: none"> Creates a safe and effective learning environment for learners Explains how the teaching style and conduct of the educational activity is conducive to creating a safe learning environment. 	<ul style="list-style-type: none"> Demonstrates how to establish and maintain an organizational climate that fosters the development of a safe learning environment through practice, faculty development, and advocacy.
b. Demonstrates an ability to engage the learner in the educational activity.	<ul style="list-style-type: none"> Creates a learning environment that appropriately engages learners. Demonstrates that the simulation activity maintains an engaging learning environment. 	<ul style="list-style-type: none"> Demonstrates how to use knowledge of fidelity and realism in simulation activities to promote a high level of learner engagement.
c. Demonstrates an ability to maintain a focus on learning goals, objectives and outcomes.	<ul style="list-style-type: none"> Demonstrates that the simulation activity is effective. 	<ul style="list-style-type: none"> Evaluates the impact of the simulation activity on process, behavioral, and/or organizational outcomes.
3. FEEDBACK AND DEBRIEFING TECHNIQUES		
a. Demonstrates an ability to assist learners in self-reflection.	<ul style="list-style-type: none"> Has knowledge of the principles of effective feedback/debriefing. Provides evidence of learner feedback that captures the educator's insights and observations. Identifies and explores performance gaps in the context of the educational activity. 	<ul style="list-style-type: none"> Establishes method(s) for feedback and debriefing Demonstrates effective feedback or debriefing technique(s) in challenging circumstances.
b. Demonstrates an ability to conduct reflective learning experience that supports learning goals, objectives and outcomes.	<ul style="list-style-type: none"> Structures feedback or debriefing in an organized way. Creates engaging, constructive, and reflective discussions. Demonstrates an ability to use theory and/or tools to measure effectiveness of debriefing or feedback processes 	<ul style="list-style-type: none"> Demonstrates debriefing that includes engaging, constructive, and reflective discussions that supports learning goals, objectives, and outcomes
4. PERFORMANCE IMPROVEMENT		
a. Demonstrates an ability to analyze and modify the specific educational activity in response to quality management processes including learner, faculty, and summative assessments.	<ul style="list-style-type: none"> Submits evaluations from learners using a standardized format. Employs appropriate rating scales or similar tool to measure the effectiveness of feedback/debriefing. 	<ul style="list-style-type: none"> Analyzes the results of evaluative data and modifies simulation activities as appropriate. Demonstrates the use of ongoing quality management processes for the simulation program.

<p>b. Demonstrates an ability to analyze and modify the program curriculum in response to quality management processes</p>	<ul style="list-style-type: none"> • Provides summary evaluation of learner feedback to the instructor(s) in a simulation activity. • Manages a recognized quality process. 	<ul style="list-style-type: none"> • Evaluates simulation activities, performance, and evaluation data. • Utilizes learner feedback as part of a quality management process. • Operationalizes a quality management process to improve simulation activities.
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