Certified Healthcare Simulation Educator Examination
Blueprint, 2024 Version

Examination Blueprint

The content of the CHSE examination is based on the blueprint. This blueprint was completed as a result of the international Practice Analysis of healthcare simulation operations that occurred between November 2022 and July 2023. The results of this Practice Analysis are contained in this document that describes the knowledge, skills, and abilities (KSAs) that are expected of an individual functioning in this role.

As candidates for the CHSE prepare to take the examination, the following should be considered on how to use the examination blueprint:

- This document includes the high-level examination blueprint which shows the domains and the percentage of the exam for each domain, and also the detailed examination blueprint which lists the KSAs within each domain.
- Every question on the examination must map back to at least one of the KSAs included in the detailed examination blueprint. Any items that cannot map back to at least one KSA will not be on the examination.
- The KSAs listed represent the breadth of work in the healthcare simulation educator role around the world. Individual job descriptions may have significant variance, both in breadth and in depth of function as required by an individual simulation program.
- The KSAs, and thus the examinations, are written at the <u>two-year</u> competency level.
- The verb for each KSA has been carefully chosen using published verbiage in Bloom's Taxonomy. This should indicate to the candidate the expected level of function for each individual KSA, and thus the scope of knowledge that could be expected on the exam.
- Questions on the examinations are typically written at the application and/or analysis level. Very few questions are simple recall level questions (e.g., definitions).
- If a KSA element contains an "e.g.," the items listed are intended as examples and are not an exhaustive list of what may be tested.

Certified Healthcare Simulation Educator High-Level Examination Blueprint

Domain	Weight
I: Professional Values, Capabilities, and Leadership	20%
II: Healthcare and Simulation Knowledge and Practices	28%
III: Educational Principles Applied to Simulation	40%
IV: Simulation Resources and Environments	12%

Certified Healthcare Simulation Educator Detailed Examination Blueprint

DOMAIN I: PROFESSIONAL VALUES, CAPABILITIES, AND LEADERSHIP (20%)
- A. Advocate for simulation (e.g., faculty development, community involvement, outreach, institutional structure)
- B. Cultivate respectful relationships with participants, faculty, staff, and the community (e.g., cultural responsiveness, hierarchy)
- C. Facilitate collaboration and teamwork (e.g., closed-loop communication, role clarity, conflict resolution)
- D. Recognize legal, ethical, and regulatory principles as they apply to simulation (e.g., participant confidentiality, integrity, mutual respect)
- E. Distinguish among the roles of personnel involved in simulation (e.g., educator, facilitator, operations specialist)
- F. Integrate credible resources into simulation education
- G. Identify basic elements of conducting research (e.g., ethical review, informed consent, methodologies)
- H. Recognize principles of quality improvement
- I. Maintain a physically and psychologically safe environment (e.g., encouraging discussion, safe space for mistakes, infection control)
- J. Recognize principles of diversity, equity, and inclusion

DOMAIN II: HEALTHCARE AND SIMULATION KNOWLEDGE AND PRACTICES (28%)
- A. Manage factors that may affect participant engagement within a simulation activity
- B. Integrate simulation into education, assessment, research, and practice (e.g., curriculum design, certification).
- C. Differentiate among types of feedback
- D. Differentiate among elements and styles of debriefing
- E. Differentiate among simulation modalities
- F. Distinguish between various simulation activity settings
- G. Differentiate among the dimensions of fidelity in an activity (e.g., physical, psychological, environmental)
- H. Recognize the use of simulation for investigating systems issues and human factors
- I. Identify role of simulation in improving patient safety

  J. Identify role of simulation in improving patient outcomes
  K. Identify role of simulation in educational systems and assessments

DOMAIN III: EDUCATIONAL PRINCIPLES APPLIED TO SIMULATION (40%)

  A. Apply educational theories and frameworks to simulation activities
  B. Apply instructional design concepts when developing simulation activities
  C. Collaborate with Subject Matter Experts (e.g., operation specialists, content experts)
  D. Plan and design simulation activities
    1. Needs assessment
    2. Goals, objectives, and outcomes
    3. Assessment and evaluation methods
    4. Reliability and validity
    5. Prebriefing/briefing, debriefing, feedback
    6. Logistics (e.g., modality, location, resources)
    7. Scenario design
    8. Supplementary materials for team members and learners
    9. Pilot testing and modifications
    10. Realism
  E. Implement simulation activity
    1. Briefing/pre-briefing
    2. Simulation activity
    3. Debriefing
    4. Facilitation techniques (e.g., Rapid Cycle Deliberate Practice (RCDP), pause-restart, continuous end, After Action Review (AAR))
  F. Review simulation activity evaluations
    1. Feedback from stakeholders (e.g., communities, board members, faculty, participants)
    2. Modifications
  G. Evaluate impact of modifications to simulation activity (e.g., reliability and validity)
  H. Recognize the special considerations for interprofessional/interdisciplinary simulation activities
  I. Recognize the special considerations for distance/virtual simulation (e.g., remote learning)

DOMAIN IV: SIMULATION RESOURCES AND ENVIRONMENTS (12%)

  A. Recommend modifications to a simulation environment and/or program
  B. Manage resources to resolve technical and material problems
  C. Recognize administrative factors that impact operations (e.g., personnel, resources, scheduling)
  D. Manage risks in a simulation environment and/or program
  E. Determine methods to optimize resource utilization and sustainability

F. Recognize innovations in simulation and their applications
G. Recognize factors that impact a budget