

SAUDI SOCIETY FOR SIMULATION IN HEALTHCARE ACCREDITATION OF SIMULATION CENTERS

1. CHAPTER ONE: Mission and Governance

- 1.1. The Center has a mission statement that includes purpose, common goals, patient safety, and supports to interprofessional education.
 - 1.1.1. The Center has a mission statement that defines its distinctive character, addresses the needs of the mother institution, identifies the learners the Center seeks to serve.
 - 1.1.2. The Center has a vision statement describing the clear and inspirational long-term desired change(s) resulting from the Center's work.
 - 1.1.3. The Center's mission and vision statements are formally adopted by the governing board and is available to the public.
 - 1.1.4. The Center's purposes are concrete and realistic and further define its educational role.
 - 1.1.5. The Center's goals include a commitment to interprofessional education activities and patient safety.
 - 1.1.6. The Center periodically evaluates the content and pertinence of its mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation.
- 1.2. The Center has an organizational structure to facilitate its mission.
 - 1.2.1. The Center's governance organizational structure illustrates the relation of the steering committee or advisory board with the mother institution, if one exists.
 - 1.2.2. The Center's administrative organizational structure demonstrates organization and structure including lines of authority within the Center.
 - 1.2.3. The Center's internal governance is through an appropriate administrative structure that effectively manages it.
- 1.3. The Center has a clear strategic planning that involves realistic analyses of internal and external opportunities and constraints.
 - 1.3.1. The Center's strategic planning is implemented.
 - 1.3.2. The Center establishes feasible priorities and develops a realistic course of action to achieve identified objectives.
 - 1.3.3. The Center's decision making, including the allocation of resources, is consistent with planning priorities.

2. CHAPTER TWO: Infrastructure and Resources

- 2.1. The Center has appropriate physical (fixed or mobile) learning environment to conduct effective simulation activities.
 - 2.1.1. The Center provides floor plans and photographs with room descriptions, allocations and surface area that accommodate adequate number of participants with a proper flow and safe environment .
 - 2.1.2. In-Situ spaces (when available) belongs academically to the Center and follows same course design and evaluation processes.
 - 2.1.3. The Center has acceptable storage space.
 - 2.1.4. The Center has adequate space for debriefing.
 - 2.1.5. The Center provides adequate workspace for all staff.
 - 2.1.6. The Center has receiving area used for receiving, registration and tracking.
- 2.2. The Center has relevant functioning equipment required to conduct the simulation courses described.
 - 2.2.1. The Center provides inventory of simulation equipment.
 - 2.2.2. The Center has evidence of adequate maintenance of simulation equipment.
 - 2.2.3. The Center has a clear process of ordering new simulation equipment based on needs assessment of the Center.
 - 2.2.4. The Center has a written policy and procedure on storage and maintenance of equipment and supplies.
- 2.3. The Center manages its financial resources and allocates them in a way that reflects its mission and purposes.
 - 2.3.1. The Center is financially stable.
- 2.4. The Center employs sufficient and qualified personnel to fulfill its mission.
 - 2.4.1. The Center has job descriptions for its staff.
 - 2.4.2. The Center employs qualified simulation technologist/technician/operation specialists.
 - 2.4.3. The Center employs qualified simulation educators.
 - 2.4.4. The Center employs qualified administration staff.
 - 2.4.5. The Center ensures sufficient opportunities for professional development for administrators, faculty, and staff.
 - 2.4.6. The Center has a career path for its employees.
 - 2.4.7. The Center has a process for evaluation and feedback for its staff.

3. CHAPTER THREE: Simulation-Based Education

- 3.1. The Center has adequate design of all simulation activities consistent with and serve to fulfill its mission and purposes.
 - 3.1.1. The Center develops, approves, administers, and on a regular cycle reviews its academic programs to match institutional needs.
 - 3.1.2. The Center publishes the learning goals and requirements for each program.
 - 3.1.3. The Center utilizes appropriate instructional techniques and simulation modalities relevant to the published learning objectives.
 - 3.1.4. The Center endeavors to improve the quality of teaching and learning.
 - 3.1.5. The Center has in place an effective process to improve simulation-based education courses.
 - 3.1.6. The Center provides support for scholarship, research, and creative activities.
- 3.2. The Center promotes patient safety simulation activities
 - 3.2.1. The Center supports and conducts simulation activities that promote patient safety and improvement in healthcare activities.
 - 3.2.2. The Center has a process for identifying opportunities to conduct simulation activities that promote patient safety such as incident reports and risk assessment tools.
 - 3.2.3. The Center offers both technical and non-technical teaching skills in promoting patient safety.
- 3.3. The Center encourages interprofessional/multidisciplinary simulation activities for improving patient health outcomes.
 - 3.3.1. The Center conducts at least two interprofessional/multidisciplinary simulation activities.
 - 3.3.2. The Center's interprofessional/multidisciplinary simulation activities include health professionals who provide coordinated services to patients.
 - 3.3.3. The Center's simulation activities introduce and practice interprofessional/multidisciplinary team dynamics, including communication skills, leadership, team building and collaboration.
- 3.4. The Center has an adequate number of qualified simulation educators.
 - 3.4.1. The Center's educators are trained to deliver simulation-based education.

- 3.4.2. The Center has a process to train simulation educators who are involved in delivering simulation courses.
 - 3.4.3. The Center guarantees adequate ratio of educators to learners while conducting simulation activities.
 - 3.4.4. The Center educators encourage and develop colleagues and new entrants to the healthcare simulation profession.
 - 3.4.5. The Center has a process to provide feedback to simulation educators.
- 3.5. The Center has safe and effective learning environment.
- 3.5.1. The Center's simulation educators maintain psychologically safe learning environment.
 - 3.5.2. The Center has a process to keep confidentiality for the learners, staff and simulation activities.
 - 3.5.3. The Center has a process to orient the learners to the simulation environment.

4. CHAPTER FOUR: Evaluation and Assessment

- 4.1. The Center utilizes an evaluation process that focuses on the quality, integrity, and effectiveness of its simulation activities.
 - 4.1.1. The Center has a process of collecting systematic feedback from learners.
 - 4.1.2. The Center uses a variety of quantitative and/or qualitative methods to analyze learning outcomes.
 - 4.1.3. The Center uses the results of its evaluation activities together with utilization data for planning, changes in programs and services, and resource allocation.
- 4.2. The Center demonstrates ability to apply formative and/or summative simulation assessments.
 - 4.2.1. The Center's assessment process is based on what learners are expected to gain, achieve, demonstrate, or know by the time they complete their simulation activities.
 - 4.2.2. The Center uses a variety of quantitative and/or qualitative methods to understand the experiences and learning outcomes of its learners.
 - 4.2.3. The Center documents in details the assessment plan (blue print).
 - 4.2.4. The Center provide feedback to the learners to improve their performance.
 - 4.2.5. The Center uses the results of assessment of learners to improve the learning opportunities.

4.3. The Center applies the following standards when using simulation modalities for summative assessments (*Only applicable for Centers that adapt summative assessments*):

- 4.3.1. The Center uses valid and reliable assessment tools.
- 4.3.2. The Center's assessment process is conducted by qualified trained assessors.
- 4.3.3. The Center has access to professional assessment analysis support services.

5. CHAPTER FIVE: Integrity and Transparency

5.1. The Center maintains the highest standards of integrity including honesty, truthfulness, fairness, and judgment in all its activities.

- 5.1.1. The Center supports the "Code of Ethics" sponsored by SSH and endorsed by SSSH.
- 5.1.2. The Center provides disclosure of simulation activity design assumptions, limitations, alterations, and problems.
- 5.1.3. The Center honors privacy rights of individuals and organizations, and uphold the confidentiality of the data and knowledge.
- 5.1.4. The Center respects and acknowledge all intellectual and property rights and give due credit where appropriate.
- 5.1.5. The Center maximizes safety and minimizes physical and psychological risk of the learners, educators and staff.

5.2. The Center performs all simulation activities in a manner that promotes transparency and clarity.

- 5.2.1. The Center discloses any activities that may involve real or perceived conflicts of interest.
- 5.2.2. The Center is explicit about the nature and purpose of the simulation activity, including assessment and research activities.
- 5.2.3. The Center information published on website, print and/or social media accurately portray its conditions and opportunities.