2027

ASPE Accreditation in Human Simulation

ACCREDITATION APPLICATION

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Guidelines For Applicants

As outlined in our mission statement, the Association of SP Educators (ASPE) is the international organization of educators dedicated to human simulation through promoting best practices in the application of SP methodology for education, assessment, and research. We continuously foster the dissemination of research and scholarship in the field of SP methodology and advance professional knowledge and skills of its members by elevating the profession's credibility and expertise.

Accreditation in Human Simulation recognizes programs and institutions who demonstrate an ongoing commitment and adherence to best practices in SP Methodology. These guidelines provide key steps in completing a program's application. A fully complete application will consist of both written narratives, addressing the key elements in each domain, and supporting documentation, to provide evidence of adherence to each the elements within the ASPE

Standards of Best Practice (SOBP). For a program to be fully accredited, the program must demonstrate ongoing adherence to elements within each of the 5 domains within the ASPE SOBPs.

- **1. Safe Work Environment**
- **2. Case Development**
- **3. SP Training**
- **4. Program Management**
- **5. Professional Development**

Applications will be reviewed by individuals who have human simulation expertise and are trained for programmatic performance evaluations.

ELEMENTS AND SUPPORTING DOCUMENTATION

Our published ASPE Standards of best practice (reference) provide the actual blueprint for the accreditation application. Consolidating numerous principles and practices under each standard domain, we have created elements that encompass multiple principles and practices. These elements under each domain should provide the outline for completing the application.

Supporting documentation, listed below, will provide evidence of a program's commitment and adherence, for at least 2 years, to the published ASPE SOBPs. Written narratives should be detailed, yet clear and concise. The narratives provide a program an opportunity to explain how they are integrating the ASPE standards in overall operations. Documentation should support the narratives, show at least a 2 year commitment and adherence, and are not meant to be sole deciders of a program's adherence or accreditation status. Reviewers will be basing their evaluations on quality not quantity. Therefore, accreditation decisions are not based on the volume of documents submitted, but on the quality of the program under review. Both narrative responses and supporting documentation will be considered, holistically, when determining accreditation status. Note, one supporting document may be used as evidence of adherence in more than one element or standard. Therefore, be strategic with the supporting documentation provided.

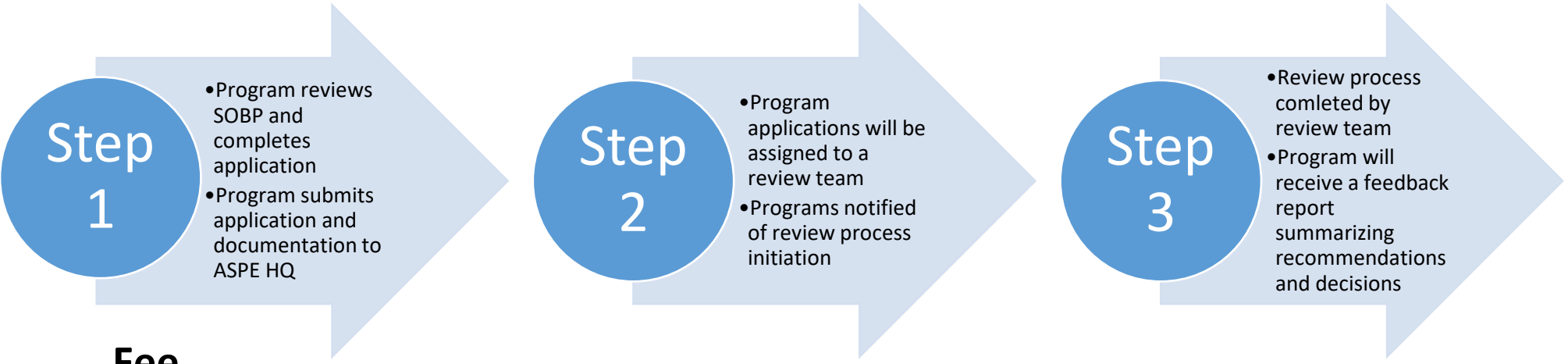
LETTER OF INTENT

Any program seeking accreditation during any cycle must submit a letter of intent by the published deadline. This letter of intent to submit an application should confirm institutional support for seeking accreditation. **Note**, ASPE will only review **8-10 applications** per accreditation cycle.

PROVISIONAL ACCREDITATION

- Institutions who have partially met the criteria for full accreditation may receive a conditional or provisional accreditation and will be given one (1) year to resubmit along with a filing fee and be reevaluated for receiving full accreditation.

Process



Fee Schedule

Country Category	Filing Fee Paid with submission of letter of intent.	Application Fee Paid with submission of full application packet.
A	$150 USD	$2,000 USD
B, C, D	$100 USD	$1,600 USD
A- Reaccreditation	$150 USD	$1,000 USD
B,C,D,- Reaccreditation	$100 USD	$800 USD

* Initial accreditation valid for **4 years**, reaccreditation every **4 years** after. 2- year Mid-point progress report, $500 submission fee.

Essential Elements Encompassing ASPE Standards Of Best Practice	Evidence of Adherence
Domain 1: Safe Work Environment	**Supporting Documentation**
The Program: • ***Element 1.1*** Ensures safe working conditions across all activities, recognizing - potential cognitive, physical, psychological, and occupational hazards to SP safety. • ***Element 1.2*** Ensures SPs and other program staff understand and maintain principles of confidentiality and protect the privacy of personal information of all individuals working or participating in SP-based programming (e.g., learners, faculty, and programs). • ***Element 1.3*** Manages client or partner expectations of SPs' possibilities and limitations and respect SPs' self-identified boundaries. • ***Element 1.4*** Creates processes to provide SPs with adequate information, including compensation, for informed decision-making before taking a role. • ***Element 1.5*** Develops processes for proper selection of SPs for any role, and structure time and processes for deroling and debriefing SPs.	**Narrative:** Describe policies and procedure in place to assure physical and psychological safety of all individuals working or participating in any SP-based programming. This includes, SPs, learners, staff and participating faculty. Discuss how confidentiality and privacy is maintained at the highest possible level in all program activities and operations. Describe SP recruitment and scheduling practices that ensure transparency of SP roles and expectations for any activity or event. What successes and challenges did you face in meeting the standard? Describe future opportunities to improve. **Documentation:** • Provide specific policies/procedures in a single document (or can reference sections from policy/procedure manual submitted as an appendix) • Provide excerpts from SP Handbook regarding safety (SP handbook can be submitted as an appendix) • Can include specific language around safety in onboarding materials and training protocols • Can provide confidentiality agreements, contracts • Discuss or include debriefing/deroling protocols • Examples could also include safety training sessions outlines/agendas (e.g., bias mitigation, implicit bias, crisis management and procedures)

Domain 2: Case Development	Supporting Documentation
The Program: • ***Element 2.1*** Ensures adequate case creation and/or review of the purpose, objectives and outcomes, logistics, and case materials of the activity. Ensures that cases align with measurable learning objectives. (See Healthcare Simulation Standard: Outcomes and Objectives). • ***Element 2.2*** Engages relevant subject matter experts to assist in the creation of materials and allow sufficient time to draft, review, and edit case materials prior to implementation. • ***Element 2.3*** Ensures that cases are based on authentic problems and respect the individuals represented in a case to avoid bias or stereotyping marginalized populations. • ***Element 2.4*** Ensures that changes arising from dry-runs or other piloting processes are addressed prior to implementation of the case. • ***Element 2.5*** Ensures case components include the necessary elements as outlined in the ASPE Standards of Best Practice.	**Narrative:** Describe process of working with partners or clients to develop learning objectives and case materials detailing your process for case development. Include processes for case validation (e.g., piloting, etc..). Discuss how subject matter or content experts assist with the development of materials for activities and how authenticity in cases is maintained during resource development. Describe the review and editing process supporting case development. What successes and challenges did you face in meeting the standard? Describe future opportunities to improve. **Documentation:** • Provide specific policies/procedures in a single document (or can reference sections from policy/procedure manual submitted as an appendix) • Provide general timelines and process of case development. Include process or strategy of working with content experts to develop a case • Include sample case templates. Discuss how the template aligns with the ASPE Case Development Template. • Include examples of final cases • Provide sample final checklists • Titles/roles of common partners or program faculty involved in case development and establishing learning objectives

Domain 3: SP Training	Supporting Documentation
The Program: • ***Element 3.1*** Creates training plans that are responsive to the context and format of each activity. Includes processes for gathering training resources, administration documents, and special instructions necessary for training and address any existing knowledge gaps. • ***Element 3.2*** Informs SPs of the key objectives, responsibilities, context (e.g., formative, summative, level of learner, placement in curriculum, assessment instruments) and format (e.g., length of encounter, type of encounter) of each activity. Includes how SPs are engaged in discussion and practice of role portrayal features (e.g., affect, signs and symptoms, behaviors). • ***Element 3.3*** Ensures consistency and accuracy of role portrayal of SPs, and ensure SP readiness for the simulation activity through repeated practice and targeted feedback, while providing SPs with strategies to deal with unanticipated learner questions and behaviors. • ***Element 3.4*** Reviews with SPs the fundamental principles of feedback and logistics as they relate to the planned activity, including feedback objectives and level of the learners with whom they will be learning. • ***Element 3.5*** Ensures that SPs understand both the principle and receptive experience of any physical exam maneuvers they will be assessing. • ***Element 3.6***	**Narrative:** Describe review/training processes when addressing elements Describe how SPs are informed of key essentials of any event/activity. This should include learning objectives, SP responsibilities, key characteristics in role portrayal and understanding the checklist. Address ongoing quality control efforts and initiatives. This should include consistency and accuracy of role portrayal and checklist accuracy. Discuss how SPs are trained or prepared for physical exams. Describe how the program reflects on operations and satisfaction both within the program and among partners and clients. What successes and challenges did you face in meeting the standard? Describe future opportunities to improve. **Documentation:** • Provide specific policies/procedures in a single document (or can reference sections from policy/procedure manual submitted as an appendix) • Provide excerpts from SP Handbook regarding SP training (SP handbook can be submitted as an appendix) • Submit training protocols (by type, e.g. onboarding, feedback, case) • Include example cases/checklists that have been used for training • Provide program's feedback training protocols • Provide documentation of any activities to enhance role portrayal and SP readiness

In formative assessment, ensure consistent and accurate completion of an assessment instrument within individual SPs, and among groups of SPs performing the same task. In summative, or high stakes assessment, verifies inter-rater reliability, and intra-rater reliability. • ***Element 3.7*** Reflects on one's own training practices for future improvement (e.g., evaluation forms, debriefing, video review). (See Element 4.9: quality management).	• Include routine SP Observation/Evaluation Form • Include process descriptions of inter-rater reliability, and intra-rater reliability • Provide sample reports for inter-rater reliability and intra-rater reliability
Domain 4: Program Management	**Supporting Documentation**
The Program: • ***Element 4.1*** Articulates a mission statement for the program. Develop program goals. Identify measurable objectives for each goal (where appropriate). • ***Element 4.2*** Develops and documents policies to guide program activities which take into consideration disability access and inclusion. ***Element 4.3*** Develops and documents business processes and procedures, including but not limited to creating financial management, business, and strategic plans. • ***Element 4.4*** Ensures policies and procedures are kept current and accessible, and distribute policies to relevant schools, clients, programs, and faculty. • ***Element 4.5*** Collaborates with subject matter experts to develop a system for reporting learner performance to all core partners, clients and	**<u>Narrative:</u>** Provide mission statement for program. Include and vision and goals set by the program. Include documentation of business plans that could include financial management strategies and strategic plans. Describe how policies and procedure for program operations are developed and the process of ongoing review. Include process of quality control review and how quality control initiatives are implemented. Explain efforts to enhance diversity and inclusion across program workforce (staff, SPs, etc…) Describe how confidentiality is maintained across all program operations. This should include events and activities, as well overall operations (e.g., data storage, employee/independent contractor information, learner data and information, etc…). What successes and challenges did you face in meeting the standard? Describe future opportunities to improve.

programs (e.g., learners, curriculum developers, faculty, and administration). • ***Element 4.6*** Ensures that policies are in place for case sharing and archiving. Develops and documents methods for securely storing, archiving, and destroying confidential data (e.g., SP records, learner data, video data, consent forms, release forms). • ***Element 4.7*** Consults with legal, financial, and human resources experts to ensure that status of SPs (e.g., employee, independent contractor, or volunteer) and compensation structures comply with institutional requirements. • ***Element 4.8*** Develops processes to identify, screen, interview, select, debrief, and maintain SPs and staff. Recruits and maintains a cohort of SPs that reflects the diversity of the people they represent in simulation activities. • ***Element 4.9*** Gathers data and feedback regularly to assess the quality of services provided by the program and the alignment of program activities with legislated, institutional, and program policies and procedures. Develops a process for implementing changes for continuous improvement and informing stakeholders of changes made based on their feedback.	**Documentation:** • Provide specific policies/procedures in a single document (or can reference sections from policy/procedure manual submitted as an appendix) • Include Mission/Vision/Goals • Provide Organizational charts indicating levels of reporting among program/center staff • Include staff listing with defined roles • Provide current Job descriptions (staff, SPs) • Include overview of current SP pool (i.e.; demographics) • Provide excerpts from SP Handbook regarding program management (SP handbook can be submitted as an appendix)

Domain 5: Professional Development	Supporting Documentation
The Program: • ***Element 5.1*** Promotes acquisition of knowledge, skills, and attitudes related to SP-based simulation across all staff and SPs. Encourages professional development and advocate for growth of leadership skills (e.g., collaboration, team building, change management, interpersonal effectiveness, conflict resolution). • ***Element 5.2*** Encourages and supports team in membership of professional simulation societies (e.g., ASPE, ASPiH, INACSL, SESAM, SSH). Promotes professional development through active participation in simulation society activities (e.g., committee work, abstract reviewer, conference facilitator). • ***Element 5.3*** Promotes personal management skills (e.g., time management, wellness strategies, career planning) across the team, including SPs. Encourages mentorship to support SPs and other SP educators within one's institution and within the community of practice. • ***Element 5.4*** Fosters both understanding and participation in the range of opportunities for scholarship in SP methodology. Encourages and supports contributions to the evolution of best practices through innovation, research, and dissemination of emerging methods in various venues (e.g., publications, presentations).	**Narrative:** Include process of ongoing encouragement and review of professional development achievements across all staff and SPs. Discuss current institutional support for professional development opportunities for the staff and SPs. Discuss past, current and future scholarly opportunities which allows for dissemination of best practices in SP methodology (innovations, enhancements and research). Discuss pathways for mentorship across program staff and SPs. What successes and challenges did you face in meeting the standard? Describe future opportunities to improve. **Documentation:** • Provide specific policies/procedures in a single document (or can reference sections from policy/procedure manual submitted as an appendix) • Provide listing of Simulation Society membership by staff member (include any SPs) • Include staff CVs/Resumes • Provide examples of team-building activities promoting wellness, time management, etc. • Include any evidence of scholarship in SP methodology • Provide excerpts from SP Handbook regarding professional development within the program (SP handbook can be submitted as an appendix)