**ASPIRE Recognition of Excellence in Healthcare Simulation
in a Medical, Dental, Veterinary School
Short Description of the Area of Healthcare Simulation**

Definition

Simulation in healthcare education is a "technique, not a technology that replaces or amplifies real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner" (Gaba 2004). Simulation may include a range of technologies and educational contexts that include but are not limited to: simulated (standardized patients), simple and partial task trainers, full body patient mannequins, virtual reality, augmented reality, haptic, hybrid models, and simulated environments. An institution that has achieved excellence in healthcare simulation education ensures it is well-designed (embedded in appropriate educational theory), and integrated into the curriculum, uses it as an adjunct to patient or health systems care training and/or assessment experiences, and provides for outcome driven measures that are continuously evaluated for quality and improvement.

Scope

An applicant institution or organization may have a single centralized simulation program or a decentralized series of simulation activities aimed at enhancing standards of teaching/education, faculty preparedness, and scholarship. These may include programs and activities for:

- teaching and assessing clinical and procedural skills;
- promoting critical thinking and problem-solving skills;
- fostering communication and teamwork;
- introducing and promoting interprofessional learning and practice;
- developing patient safety, healthcare systems, and/or cultural awareness;
- individualizing ("precision") care and public health;
- exploring healthcare systems science and practice.

Cultural, geographic, social, fiscal and other issues may influence how healthcare simulation education is delivered at an institution and will vary among institutions. Excellence may be identified and recognized in institutions with limited resources just as much as in "resource-rich" institutions. The way in which institutions demonstrate context appropriateness will be taken into account by the panel when reviewing each submission.

Conceptual Frameworks

Excellence in healthcare simulation may be seen as the product of four components (Figures 1 & 2): organizational framework (curricular institutionalization), training resources and educational use, faculty and support personnel expertise and innovation and scholarship. This framework will be used to map the criteria of excellence in healthcare simulation education to continue to facilitate institutions to "aspire" and achieve excellence in all four domains.
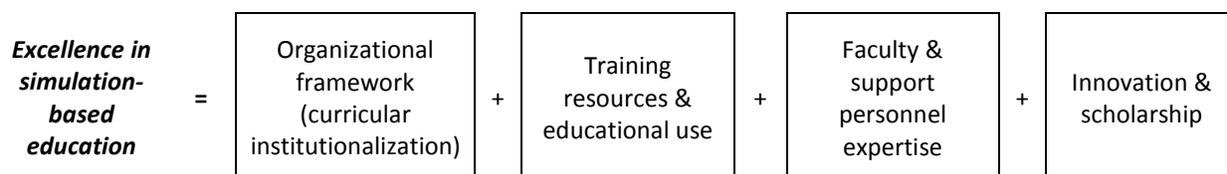
Excellence in simulation-based education	=	Organizational framework (curricular institutionalization)	+	Training resources & educational use	+	Faculty & support personnel expertise	+	Innovation & scholarship

Figure 1 – Conceptual framework for determining excellence in simulation-based healthcare education

Figure 2 – Conceptual framework illustrating relationships of various components contributing to excellence in simulation-based healthcare education

- *Organizational framework (Curricular institutionalization)* includes elements necessary for full adoption and integration of simulation-based education into an institution's mission and culture. It involves the decision of an institution to fully embrace its goal of improving patient care and patient safety through reducing and preventing medical errors, as well as more individual goals of teaching and assessing across a wide range of competencies.

- *Training resources and educational use* refers to incorporating appropriate simulation methodologies that meet an institution's needs. In addition, it includes having the necessary physical space and support [5] resources for simulation-based training. It also encompasses best evidence justification for, and application of, the associated curricula, learning strategies and outcome measures.

- *Faculty and support personnel expertise[6]* includes healthcare professionals trained in the proper use of simulation-based education. It also includes administrative and technical individuals involved in the operation, management, and administration of simulation-based training, as well as researchers dedicated to advancing the field.

- *Innovation and scholarship* refers to the development of resources, training and clinical practice that have made a transformative impact. It also includes developing resources that have undergone peer review and dissemination and/or execution of outcomes research that has been published, presentations at conferences, and papers for policy makers.

Application process
Applicants will describe the entire scope of the institution's simulation programs in the application summary and will specify whether the application will describe the whole series of simulation programs or focus on a specific simulation program that prepares learners for clinical practice. The program(s) should include a focus on undergraduate and graduate entry healthcare education, but may also include those involving postgraduates and practicing clinicians. The school's designated program(s) will constitute "the program of healthcare simulation" for the ASPIRE program application and be assessed using the criteria for excellence.