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Dear Centro de Simulacion Universidad Mayor de Chile,

We would like to thank you for the invitation to review your simulation program. SSH's Board of Review appreciates the effort you and your organization put into developing your program and your application for the Accreditation review process.

We are pleased to inform you that the Board of Review has conferred the final status for Centro de Simulacion Universidad Mayor de Chile as follows:

ACCREDITED in the area of Teaching/Education.

This status will be granted from December 1, 2021 through December 31, 2026, upon which you will need to submit for Reaccreditation. Below, please find a summary report developed by the review team in an effort to provide feedback for you to incorporate as you continue to improve and develop your simulation program.

If you have any questions, feel free to contact our Director of Accreditation, Kristyn Gadlage, at accreditation@ssih.org or (615) 414.5120.

With Best Regards,

SSH Accreditation Council

Full CORE Review

What are the most important strengths identified?

Per the Program and the Review Team concurs:

- "1. Team: Multidisciplinary, dedicated, well-trained Simulation Team with several years of experience. Large faculty body that has been trained in the different simulation modalities.
 2. Organizational Support: Simulation has been designated an organization strategy by the University's leadership and the leadership has promised to support (both financially and politically) the growth and development of the simulation program.
 3. Simulators and Infrastructure: The University has a wide range of simulators that allow the program to meet the needs of the varied health faculties. In addition, the university has extensive infrastructure that is reserved for the use of simulation."
- In addition, the Review Team notes an impressive commitment to focus on achieving educational objectives through high quality processes, consistent policies/procedures, and a thorough understanding of pedagogy.

What are the most significant opportunities, concerns, or vulnerabilities identified?

Per the Program and the Review Team concurs:

- "1. Promoting Teaching Excellence: Continuing to develop protocols for evaluating and providing feedback to simulation faculty in a manner that promotes continuous improvement.
2. Incorporation of Virtual Simulation Modalities: With the COVID pandemic, virtual and remote learning has become a fundamental part of the learning process. Over the last year, we have focused heavily on the incorporation of Telehealth with Standardized Patients. The next step will be to incorporate virtual simulation systems (either commercial or developed in-house) into the different healthcare curriculums.
3. Documentation and communication. The simulation team has grown very fast over the past year, and keeping the team updated has become a challenge. One of our goals for this next year is to organize the manner in which we collect and store data."

What are the best practices identified?

Orientations of faculty and staff

Strategic planning process and documents

Core Standards and Criteria

Core Standards are fundamental structural and operational standards that all accredited Programs must meet. The 7 sections of Core Standards are: (1) Mission & Governance, (2) Program Management, (3) Resource Management, (4) Human Resources, (5) Program Improvement, (6) Ethics, and (7) Expanding the Field

1. MISSION AND GOVERNANCE

Core.1.a. The Simulation Program has a clear and publicly stated mission and/or vision statement(s) that specifically addresses the intent and functions of the Program.

Core.1.a.i Provide a copy of the Program's mission and/or vision statement(s).

Met

Findings

Provided

Core.1. b. The Simulation Program has an appropriate organizational structure.

Core.1.b.i Describe Program's organization and structure including how it is linked to the larger organization, if one exists.

Met

Findings

The Program is well integrated into the university and the faculties of the various health program schools/disciplines.

Core.1.b.ii Provide organizational chart(s) that demonstrate the Program's organization and structure including lines of authority within the Program.

Met

Findings

Provided

Core.1.b.iii If the Program is a part of the larger organization, provide the organizational chart(s) that demonstrate the Program's position within the organization including lines of authority within the larger organization.

Met

Findings

Provided

Meeting with the university leadership (Pro-rector and Dean) demonstrated they are fully committed to the Program and see it as a "pillar" to the university's future plans.

The level of understanding that the Pro-rector and Dean demonstrated relative to the use and value of simulation in health professions education was quite remarkable.

Core.1.c. The Simulation Program has a process for strategic review and approval of its activities.

Core.1.c.i Describe the governance structure including people or committees that provide oversight and/or advisory functions to the Program.

Met

Findings

There is a well defined structure that involves both academic and quality assurance aspects of the university.

Core.1.c.ii Describe the process by which the governance structure provides oversight and reviews/approves the activities of the Program.

Met

Core.1.d. The Simulation Program has a written plan designed to accomplish the mission and/or vision of the Program.

Core.1.d.i Describe the process for strategic planning.

Met

Findings

There is a well defined process for strategic planning. Examples demonstrate the Program is nimble and responsive to challenges such as COVID.

The strategic planning document is an exemplar.

Core.1.d.ii Provide written strategic plan including the Program's goals for the next three to five years and how they will be achieved.

Met

Findings

Being updated due to environmental changes.
Process and documents are exemplars.

Core.1.d.iii Describe the anticipated trends of simulation use for the forthcoming year (e.g. areas of expansion or change, changes in learners or learner types).

Met

Findings

Responsive to changes required with COVID.
Telemedicine and standardized patients in a virtual modality.

2. PROGRAM MANAGEMENT

Core.2.a The Simulation Program has adequate fiscal resources to support its mission and/or vision.**Core.2.a.i Describe the Program's budget process for operating and capital expenses and identify the individual(s) responsible for fiscal affairs.**

Met

Findings

Well described and well structured.

Core.2.a.ii Describe the Program's current financial status.

Met

Findings

Financially stable

Core.2.a.iii Describe the Program's financial sustainability over time.

Met

Findings

Evidence provided and commitments given by university leadership.

Core.2.b The Simulation Program provides day-to-day oversight of simulation activities in the Program.**Core.2.b.i Describe the process for day-to-day oversight of simulation activities within the Program.**

Met

Findings

Administrative structure and communication patterns described.
Support available to respond to changes as needed.
Simulation Director has budgetary and administrative responsibility with four coordinators -- Academic, AHA, and two site coordinators.

Core.2.b.ii Document the methods used to ensure the staff are kept up to date on simulation activities and Program operations.

Met

Findings

Multiple methods of communication - electronic and face-to-face meetings.

Core.2.c The Simulation Program has the ability to prioritize resources as needed.

Core.2.c.i Document or demonstrate how simulation resources are prioritized.

Met

Findings

Well described -

"It is the policy of the Simulation Director to prioritize the use of the simulation center for the undergraduate learning activities during normal academic hours. The Graduate School and the Continuous Studies activities have priority during the night hours and on the weekends."

Core.2.c.ii Provide up to three (3) examples that demonstrate how simulation resources are prioritized.

Met

Findings

Four examples provided

Core.2.d The Simulation Program has written policies and procedures to assure the Program provides quality services and meets its obligations and commitments.

Core.2.d.i Provide simulation-specific policies and procedures utilized by the Program. These should include at a minimum, the policies/procedures listed below:

Met

Core.2.d.i.1 Confidentiality procedures (including but not limited to, confidentiality and performance between learners and about learners).

Met

Findings

The procedures were verified in meetings with learners, educators, and staff.

Core.2.d.i.2 Mechanisms to protect and address physical and psychological safety of individuals involved in simulation, including orientation to the environment.

Met

Core.2.d.i.3 Mechanisms to appropriately separate simulation and actual patient care materials (e.g. equipment, supplies, and patient information).

Met

Findings

The narrative notes:

The SC has a battery of medicine used in the simulations, 90% of these correspond to Distilled Water Ampoules which are labeled to reliably represent real medicine, such as: Adrenaline, Potassium, Sodium, Misostrol etc. Real medicines are mostly past their due date and are identified as such.

Recommendations

Continue efforts to remove all "real medications" from the environment to enhance safety.

Core.2.d.i.4 Storage and maintenance of equipment and supplies.

Met

Core.2.d.i.5 Video recording (including but not limited to permission, use, access, storage, backup and/or recovery, retention, and destruction/deletion of recordings).

Met

Findings

Combined response in 2.d.i.5 and 6 and 7

Core.2.d.i.6 Record and data retention (including but not limited to acquisition and security of learner and research subject data if applicable).

Met

Core.2.d.i.7 Prioritization of simulation resources.

Met

3. RESOURCE MANAGEMENT

Core.3.a The Simulation Program has the ability to obtain, maintain, and support simulation equipment and relevant technologies to support the mission and/or vision of the Program.

Core.3.a.i Describe the various simulation modalities used in the Program.

Met

Findings

Skills Development

Standardized Patients

High Fidelity Training with Mannequins

"Learners include undergraduate and graduate healthcare students from a variety of disciplines including medicine, nursing, midwifery, nutrition, dentistry, speech therapy, occupational therapy, medical technology, and kinesiology. (90% Undergraduate, 10% graduate) The simulation center also receives professional learners seeking to learn more about simulation or looking to become a certified AHA provider."

Core.3.a.ii Provide list of simulation equipment and resources.

Met

Findings

An impressive list of equipment is maintained in the two sites.

Program monitors the need for new equipment (replacement and innovations) based on educational need.

Core.3.a.iii Describe the process to continually assess simulation equipment and technology and how they are utilized in the Program.

Met

Core.3.b The Simulation Program has appropriate physical space for simulation activities to support the mission and/or vision of the Program.

Core.3.b.i Provide narrative description of the facilities utilized by the Program for simulation activity.

Met

Findings

Responding to COVID increased from 400 square meters to 2375 square meters

University leadership mentioned future plans for a full "simulation" hospital.

Core.3.b.ii Provide floor plan/blueprints and/or photographs of facilities utilized by the Program.

Met

Core.3.c The Simulation Program provides an adequate number and variety of simulation activities to support the mission and/or vision of the Program.

Core.3.c.i Provide a list of simulation activities, the targeted population(s), and the number of participants for each activity for the past 24 months.

Met

Core.3.c.ii Provide total numbers of learner contact hours for the past 24 months.

Met

Findings

1. Santiago Simulation Center Total contact hours in the last 24 months= 24.151 hours.
2. Temuco Simulation Center Total contact hours in the last 24 months= 16.592 hours.

Santiago:

Program 2019 2020
Medicine 481 342
Nursing 349 264
Midwifery 308 222
Nutrition and diet 84 152
Bachelor of Health Sciences 80 119
Kinesiology 150 80
Occupational therapy 135 252
Medical technology 135 0

Temuco:

Program 2019 2020
Medicine 554 551
Nursing 266 340
Midwifery 469 40
Medical technology 216 0
Bachelor of Health Sciences 80 119
Nutrition and diet 60 60
Kinesiology 80 0

4. HUMAN RESOURCES

Core.4.a The Simulation Program is directed by a qualified individual with appropriate authority and time.

Core.4.a.i Submit job description and/or other descriptive documents for the director.

Met

Findings

"The Director of Simulation provides strategic leadership for the simulation program and its centers in Santiago and Temuco. Responsibilities include strategic planning for program growth and development, fiscal management of program resources, oversight of operations, collaboration in the integration of simulation into healthcare curriculums, participation in institutional wide innovative initiatives and management of the postgraduate diploma in simulation."

Core.4.a.ii Submit an accreditation biosketch for the director.

Met

Findings

Katherine Daniel - Simulation Director

Very well qualified by education and experience

Core.4.a.iii Submit a brief narrative that describes how the director is qualified for the position.

Met

Core.4.a.iv Describe how the director has the authority for the operations of the Program. v. Demonstrate the director is assigned sufficient time in this role to support the mission/vision of the program.

Met

Findings

All her efforts are focused on the Program. (1 FTE)

Core.4.b The Simulation Program has adequate staff to support the mission/vision of the Program.

Core.4.b.i Submit job descriptions and/or other descriptive documents for all Program staff.

Met

Findings

14 individuals listed as providing support at some level for the Program

Core.4.b.ii Submit accreditation biosketches for all Program staff.

Met

Core.4.b.iii Submit a brief narrative that describes how each staff is qualified for their position, including any healthcare simulation specific certifications and/or qualifications.

Met

Core.4.b.iv Describe how the Program staff is sufficient to support the mission/vision of the Program.

Met

Findings

The program is very data driven and they use data to request additional resources, as needed.

Core.4.c The Simulation Program has a process in place to orient, support, and evaluate Simulation Program staff.**Core.4.c.i Document or describe how Program staff are oriented to their roles.**

Met

Findings

Consistency of orientation was confirmed in interviews with staff and educators.

Core.4.c.ii Document or describe how Program staff are made aware of programmatic changes and process improvement opportunities at a frequency that supports the Program's needs.

Met

Findings

Electronic and via meetings

Core.4.c.iii Document or describe how ongoing professional development opportunities are provided and/or supported for Program staff.

Met

Findings

Continuing education is encouraged and supported.

Core.4.c.iv Document the ongoing evaluation and feedback process for Program staff.

Met

Findings

Annual process with routine feedback

Process confirmed in meetings with staff and educators.

5. PROGRAM IMPROVEMENT**Core.5.a The Simulation Program continually improves the operations of the Program through the use of a quality management system.****Core.5.a.i Document or describe the quality management system.**

Met

Findings

Well structured process looking at operational and academic improvements.

Core.5.a.ii Document or describe improvements made based on the quality management system.

Met

Findings

Examples provided

Core.5.b The Simulation Program has processes in place to identify and address concerns and complaints.

Core.5.b.i Describe the process to address concerns and complaints.

Met

Findings

Structure and processes are in place.

Core.5.b.ii Document any concerns and complaints received in the past 24 months and their resolutions.

Met

Findings

Provided with evidence of follow through noted.

6. INTEGRITY

Core.6.a The Simulation Program is committed to ethical standards.

Core.6.a.i Document or describe the ethical standards utilized by the Program.

Met

Findings

Linked to the university's ethics guidelines

Recommendations

The Program may want to consider linking to ethics statements from professional disciplines and/or simulation organizations.

Core.6.a.ii Describe how the Program meets these ethical standards.

Met

Findings

Very nice narrative provided.

7. EXPANDING THE FIELD

Core.7.a The Simulation Program has activities that extend beyond the Program, contributing to the body of knowledge in the simulation community.

Core.7.a.i Provide documentation that at least one (1) individual involved with the Program is a member of a healthcare simulation society or association.

Met

Core.7.a.ii Provide a list of activities (no more than 10) that support or contribute to knowledge within or about simulation.

Met

Findings

Local and national examples provided

Recommendations

Consider presenting at international programs -- the Program has much to offer others.

Teaching Review

What are the most important strengths identified?

Per the Program and the Review Team concurs:

1. Team: Multidisciplinary, dedicated, well-trained Simulation Team with several years of experience. Large faculty body that has been trained in the different simulation modalities.
2. Organizational Support: Simulation has been designated an organization strategy by the University's leadership and the leadership has promised to support (both financially and politically) the growth and development of the simulation program.
3. Simulators and Infrastructure: The University has a wide range of simulators that allow the program to meet the needs of the varied health faculties. In addition, the university has extensive infrastructure that is reserved for the use of simulation. In addition, the Team notes the commitment to excellence in education. They have strong processes in place to developing programs and supporting the professional development of their staff.

What are the most significant opportunities, concerns, or vulnerabilities identified?

Per the program and the Review Team agrees:

1. Promoting Teaching Excellence: Continuing to develop protocols for evaluating and providing feedback to simulation faculty in a manner that promotes continuous improvement.
2. Incorporation of Virtual Simulation Modalities: With the COVID pandemic, virtual and remote learning has become a fundamental part of the learning process. Over the last year, we have focused heavily on the incorporation of Telehealth with Standardized Patients. The next step will be to incorporate virtual simulation systems (either commercial or developed in-house) into the different healthcare curriculums.
3. Documentation and communication. The simulation team has grown very fast over the past year, and keeping the team updated has become a challenge. One of our goals for this next year is to organize the manner in which we collect and store data.

What are the best practices identified?

Structured orientations

Development process for educational programs

Teaching/Education Standards and Measurement

Accreditation in the area of Education will be available to Programs that demonstrate regular, recurring simulation educational activities with clearly stated objectives (knowledge, psychomotor skills and behaviors) and provides evidence of ongoing improvement of educational activities.

The 4 sections of Education Standards are: (1) Education Design, (2) Qualified Educators, (3) Educational Activities, and (4) Evaluation and Improvement.

1. EDUCATIONAL ACTIVITIES

T/E.1.a The Simulation Program is committed to providing high-quality simulation educational activities.

T/E.1.a.i Document or describe how the Program links its educational activities to the Program's mission and goals.

Met

Findings

The Program has a structured process with a clear focus on achieving educational objectives/outcomes.

T/E.1.a.ii Describe and document the qualifications of the individual(s) that oversee simulation educational activities.

Met

Findings

The Program provided the following narrative for the Academic Coordinator:

Gema Jaramillo Pardo, nurse, has 2 years of experience in charge of simulation activities in different universities in Santiago, especially in the pediatric area, where she developed clinically. She has a Diploma in Clinical Simulation and a Master's in University Pedagogy from Universidad Mayor, she is currently the coordinator of the Simulation Program Diploma, since 2017. The Simulation Director is Katherine Daniel.

T/E.1.a.iii Provide documentation of simulation educational activities (maximum 3).

Met

T/E.1.a.iv Onsite, provide at least 3 videos of simulation educational activity for reviewers to examine.

Met

Findings

Videos were reviewed.

Demonstrate a solid understanding of best-practices in simulation-based education.

2. EDUCATIONAL ACTIVITY DESIGN

T/E.2.a The Simulation Program designs simulation educational activities that are evidence based, engaging, and effective.

T/E.2.a.i Describe how the Program assesses need for simulation educational activities.

Met

Findings

Simulation activities are directly coordinated with directors/faculty of the various clinical programs being supported. These include:

"Learners include undergraduate and graduate healthcare students from a variety of disciplines including medicine, nursing, midwifery, nutrition, dentistry, speech therapy, occupational therapy, medical technology, and kinesiology. (90% Undergraduate, 10% graduate) The simulation center also receives professional learners seeking to learn more about simulation or looking to become a certified AHA provider."

Process is well designed and consistently followed as evidenced by comments in learner, staff, and educator meetings.

T/E.2.a.ii Describe how the Program designs simulation educational activities.

Met

Findings

A structured process is described with routine review.

The Academic Coordinator supports faculty in developing simulation activities.

T/E.2.a.iii Provide tools used in the design of simulation educational activities.

Met

Findings

Template provided. All essentials in place.

T/E.2.a.iv Provide a list of educational activities that follow the design process (maximum of 10). Onsite reviewers will choose three (3) activities to review.

Met

Findings

Provided examples of skills and more complex situations.

T/E.2.b The Simulation Program determines how simulation modalities, locales, and/or realism will meet the learning objectives.**T/E.2.b.i Describe how simulation modalities, locales, and/or level of realism are determined when designing simulation educational activities.**

Met

Findings

"The Simulation program at UM, determines the simulation modality in the design of educational activities, through the educational review process, prior to the approval of the activity, where the reservation of the activity that took place is analyzed in the "Cronus" management system and also the academic detail of the simulation Guide associated to this reservation, this should be in agreement with the space request, simulators, equipment and supplies and the learning outcomes declared for such an activity."

Simulation staff reserves the right to approve all activities.

T/E.2.c The Simulation Program has personnel with expertise designing simulation educational activities.**T/E.2.c.i Describe the process to ensure that simulation experts are included in the design of simulation educational activities.**

Met

Findings

There is a very clear flow and oversight of simulation to assure educational activities are fit for purpose and use educational and simulation best-practices.

T/E.2.c.ii Submit accreditation biosketches for simulation experts that are involved in the design of simulation educational activities. (maximum of 5)

Met

3. QUALIFIED EDUCATORS

T/E.3.a The Simulation Program has access to qualified educators.**T/E.3.a.i Submit accreditation biosketches for the most active educators (maximum of 5).**

Met

T/E.3.b The Simulation Program selects educators to match the learner group's level of study.**Findings**

Evidence provided that educators are matched to the learner group and specific activity.

T/E.3.b.i Describe the process to match the qualifications of the educator to the characteristics of the educational activity.

Met

Findings

The experience the educator must have in order to participate in a specific activity is noted in the "educator profile" of the simulation request.

T/E.3.c The Simulation Program has a process to assure ongoing development and competence of its simulation educators, at least annually.

T/E.3.c.i Describe the evaluation and feedback processes for simulation educators.

Met

Findings

Process described and meets requirements.

"The evaluation and feedback process for simulation educators is made based on the continuous supervision of the simulation activities with the aim of ensuring quality of the simulation activities of the different schools."

Satisfaction surveys are completed and feedback provided to educators.

T/E.3.c.ii Provide a list of simulation educators (maximum of 10). Onsite reviewers will choose three (3) educators to review.

Met

Findings

Provided

T/E.3.c.iii Document or describe opportunities for educators to engage in professional development that is specific to simulation.

Met

Findings

Opportunities provided and growth supported. Verified in meeting with educators.

"Faculty members must participate in at least one training activity that includes some simulation aspect. "

"Furthermore, within the Strategic Plan 2016-2020 one of the general objectives was aimed directly at professional development in simulation of our teachers, meaning for the program the need to design simulation courses aimed at a continuous improvement process in order to develop and perfect the simulation methodology and deliver different types of tools in favor of an efficient use of simulation."

T/E.3.d The Simulation Program has a process to assure orientation and development of those who participate in the delivery of educational activities but are not simulation experts.

T/E.3.d.i Document or demonstrate the elements included in the orientation process for those that participate in the delivery of educational activities but are not simulation experts.

Met

Findings

Very well designed and structure program for orientation and continued development. Verified during meetings with leadership and educators.

T/E.3.d.ii Describe the evaluation and feedback processes for those that participate in the delivery of educational activities but are not simulation experts.

Met

Findings

Process and examples provided.

4. EVALUATION AND IMPROVEMENT

T/E.4.aThe Simulation Program has mechanisms in place to evaluate educational activities.

T/E.4.a.i Document or describe that simulation educational activities are evaluated in a systemic and routine manner.

Met

Findings

There is a structure and routine process for evaluation. Examples provided.

T/E.4.a.ii Document that educational activity evaluations ensure educational objectives were met.

Met

Findings

Structured approach with multiple areas of assessment.

T/E.4.a.iii Provide evaluations from educational activities (at least 3, maximum 5) over the past 24 months.

Met

Findings

Students are quite satisfied per their evaluations.

****T/E.4.b The Simulation Program's simulation educational activities are reviewed and updated at least annually. ****

T/E.4.b.i Document or describe the Program's process to review and update simulation educational activities.

Met

Findings

Information provided in several sections that evidence compliance with this standard.

T/E4.b.ii Provide examples (at least 3, maximum 5) of changes implemented based on educational activity review process.

Met

Findings

Provided