

Standards for ISHLT Academy Learning Activities
REPEAT Core Competency Courses (CCC)
Approved December 12, 2016

Philosophy and Purpose of Core Competency Courses (CCC)

- It is in the interests of ISHLT to provide educational activities with the highest possible standards in education and post-graduate development. The purpose of the below standards is to:
 - ensure optimal quality in course preparation and course delivery by faculty
 - ensure the desirable attributes of a learning environment for the CCC
 - ensure that learning objectives are met for each CCC
- A Core Competency Course (CCC) is an educational event designed for professional development in accordance with the mission and strategic plan of the ISHLT. The primary aim is to assist professionals with limited expertise or familiarity of a given topic with developing a *state of competence* with the foundational knowledge and core concepts of a particular area and to provide a review course for established providers in the field. As science within each field progresses, participation in the CCC will enable all participants to achieve better familiarity with evolving core standards of evidence-based care.
- The CCC are unique educational offerings by virtue of their distinguished and diverse international faculty. The CCC include a commitment to the highest educational standards for content delivery and professional development.
- The CCC provide foundational knowledge and applied clinical expertise for each topic. The CCC are neither a research forum nor the place to speculate about controversies in the field. Separate educational activities exist for such needs.

Application to Conduct a Repeat CCC

- An application to conduct a *repeat* CCC must be completed and submitted by the Education Workforce Leader of the sponsoring Scientific Council.
- The deadline for applications is September 1 (19 months prior to the Annual Meeting when the CCC will take place).
- Applications will not be approved unless the current Core Competency Curriculum Document (CCCD) has been reviewed and updated within the last five years and such update was submitted to the Education Committee prior to the preceding June 1.
- CCC to be developed by a collaboration of more than one Scientific Council must be based on a CCCD that was developed by a collaboration of those same Scientific Councils.
- The Education Committee will review the CCC Application and make a recommendation to the Board regarding its acceptance and scheduling.
- The Board will vote on CCC Applications at their Fall meeting. Approval is dependent upon the updated (if necessary) associated CCCD being approved at or before that meeting.

Program Planning Committee (PPC)

- **Program Chairs**

- Each CCC shall have a Chair and two Co-Chairs. These will be nominated by the officers of the Scientific Council, approved by the Education Committee, and formally appointed by the President.
- The Chair and Co-Chairs must be members of ISHLT at the time of appointment, throughout the planning process, and at the time of the meeting.
- The Chair, Vice-Chair, Past-Chair, and Board liaison of the Scientific Council may not serve as Chair or Co-Chair.
- The Chair and Co-Chairs are expected to keep the Scientific Council officers and Board liaison informed of their plans and progress.
- The Chair and Co-Chairs will receive complimentary registration to the Academy and the Annual Meeting at which it is held.
- The Chair and Co-Chairs must have the following qualifications:
 - Prior experience in facilitating and developing educational content in an institutional or societal setting
 - Sufficient professional expertise in the topic area of the course (at least 5 years in a faculty position; exceptions may be made on a case by case basis if warranted)
 - An understanding of the principles of CME and CE
 - Adequate time to devote to the task
 - Ability to respond rapidly to staff, program planning committee, and council communications
 - Ability and willingness to meet established deadlines
 - Understanding of and willingness to adhere to ISHLT policies

- **PPC Members**

- There shall be no PPC members for a repeat CCC.

Course Structure

- CCC will be conducted the day prior to the ISHLT Annual Meeting and Scientific Sessions as live, face-to-face sessions.
- CCC will begin no earlier than 7:45 am local time and will conclude no later than 6:45 pm.
 - One 30-minute networking/coffee break will be provided in the morning and one 30-minute networking/coffee break will be provided in the afternoon. These are considered a beneficial part of the CCC.
 - A 60-90 minute lunch/networking break will be provided.
 - No course content may be provided during the lunch break.
 - For audience participation, aisle microphones will be provided for all Q&A periods.
 - Individual presentations should be ideally 15 minutes and may not exceed 20 minutes.

- Each session must include Q&A sessions or panel discussion. If Q&A sessions are held, they must follow each presentation and must be 5 minutes long. If panel discussions are held, they must take place at the end of the session and be 10-15 minutes long.
- Individual sessions may not exceed 120 minutes, including Q&A and/or panel discussion
- CCC will be held in one room, set classroom style for facilitation of didactic lectures and case presentations.
- CCC will be arranged for a minimum of 50 attendees. The maximum number of attendees will be determined by what the meeting facility can accommodate.

Course Development Process

- **Review and Update of Existing Core Competency Curriculum Document (CCCD)**
 - The prerequisite for conducting a *repeat* CCC is a current and up to date Core Competency Curriculum Document (CCCD)
 - Existing CCCD may be updated as frequently as deemed necessary, however, if the most recent version of the associated CCCD was approved more than three years ago, a CCC may not be scheduled until the CCCD is reviewed and updated
 - The CCCD is a foundational document that defines a priori the learning objectives and established contents in the field. This key document also provides citations for the practice gaps and educational needs, and defines learning objectives. These elements serve as the starting point for all CCC.
 - The CCCD drives the course development, the speakers' orientation, and ultimately the successful delivery of the integrated didactic lectures. Thus, the more detailed and organized this document is, the easier the CCC development process will be and the more effective and successful the CCC itself will be.
 - Since some fields are broader than others, a given CCC may not be able to cover all of the topics in the CCCD and can be covered in a subsequent CCC and the CCCD can serve as a resource for the learners.
 - Each CCC shall identify which learning objectives from the CCCD will be used to develop the content of that particular CCC.
 - Information about the process for updating a CCCD may be found here: <http://www.ishlt.org>
- **Practice Gaps**
 - At least 1 and no more than 3 broadly worded overarching practice gaps must be articulated in writing by the Chairs for each CCC. The CCCD must serve as the basis for the practice gaps. For repeat CCC not based on a revised CCCD, the practice gaps should remain essentially the same.
- **Target Audience**
 - Appropriate participants at CCC (i.e. the learners) are considered the "target audience".
 - For the purpose of attracting the right participants, the target audience for a CCC is described as follows:

“While all members are invited to enroll, this course is primarily designed to be of benefit for health care professionals who are in the early stages of their careers or who are in training, or who are part of a new program, or who desire an update on the current state of the field. The information presented is intended to provide a strong foundation of the core competencies of XXXXX, rather than as a detailed update for those who are already proficient in the field.”

- **Educational Needs**
 - The educational needs of the target audience must be articulated in writing by the Chairs based on the practice gaps and target audience. These should be summarized in one brief paragraph. For repeat CCC not based on a revised CCCD, the educational needs should remain essentially the same.
- **Learning Objectives**
 - At least one and no more than three broadly worded learning objectives must be articulated in writing by the Program Planning Committee. The practice gaps, target audience, and educational needs must serve as the basis for the learning objectives. For repeat CCC not based on a revised CCCD, the learning objectives should remain essentially the same.
- **Presentation Format**
 - CCC presentations must be in the form of didactic lectures.
 - Case presentations may be utilized but may consist of no more than 20% of the total course content.
 - Audience response systems will not be provided.
- **Course Content**
 - Course content (including session themes, presentation topics, agenda, session chairs, and faculty) shall be developed by the Program Planning Committee in accordance with the course structure criteria above.
 - Session topics and presentation topics must be drawn from the material outlined in the CCCD and must relate to one or more learning objectives.
 - Teaching points must be developed for each presentation by the Program Planning Committee in collaboration with the presenters. These must be based on the CCCD.
 - For repeat CCC not based on a revised CCCD, the session themes, presentation topics, and agenda should remain essentially the same. Session chairs and faculty may be the same or different, at the discretion of the Course Chairs.
- **Course Summary**
 - Once the course content has been finalized, a brief, one paragraph course summary must be developed by the Chair and Co-Chairs for inclusion in the marketing materials. For repeat CCC not based on a revised CCCD, the course summary should remain essentially the same.
- **Selection and Responsibilities of Session Chairs**
 - PPC members also serve as chairs of the individual CCC sessions. Care should therefore be taken to select individuals who are skilled at facilitating discussion and active learning in this setting. Individual speakers and other individuals may not serve as session chairs.

- Session Chairs are responsible for the following:
 - Securing faculty commitment
 - Presenting opening remarks
 - Introducing speakers
 - Time keeping Individual presentations, individual sessions, and the entire course must be kept on time as set by the agenda)
 - Managing the Q&A and/or panel discussions with a balanced approach
 - Presenting closing remarks
 - Chairs may need to be prepared to substitute for last minute faculty cancellations.
- **Selection and Responsibilities of Faculty**
 - Faculty are selected by the Program Planning Committee.
 - There may be a maximum of 16 faculty, including the Chair, Co-Chair, and PPC members. (It is preferable to select a smaller faculty for efficiency.)
 - Because of the core competency nature of the content, faculty are expected to give more than one talk at any given CCC.
 - To the extent possible, faculty should represent the geographic, gender, and generational diversity of the Society. If this cannot be achieved, a written explanation must be provided to the Education Committee by the CCC Chair.
 - Faculty must have the following qualifications:
 - Sufficient professional expertise in the topic area of the course (at least 5 years in a faculty position; exceptions may be made on a case by case basis if warranted)
 - Ability to respond rapidly to Chair, Co-Chair, and staff communications
 - Ability and willingness to meet established deadlines
 - All presenters must agree to grant permission for their presentation to be recorded in digital formats of ISHLT's choosing for distribution and/or sale by ISHLT
 - Proposed faculty must be approved by the officers of the Scientific Council and by the Education Committee
- **Presentation Standards**
 - PowerPoint software is the default format for all slide presentations.
 - All slides must be created using the standard CCC slide template provided by ISHLT staff.
 - Commercial logos may not appear on any slides
 - Institutional logos may appear only on the title slides
 - Presentations must provide the best available evidence of the discussed topic.
 - Presentations must be developed to deliver on the identified learning objectives and teaching points.
 - Presentations must be balanced and free of bias.
 - Presentations must include a conflict of interest declaration slide prior to presentation of contents.
 - Presentations should be designed appropriately for the level of expertise of the target audience.

- Initial drafts of presentation slides must be provided by the faculty to ISHLT staff two months prior to the date of the CCC for review and comment by the Program Planning Committee.
- Final slide sets must be provided by individual faculty to the Chair of the CCC and ISHLT staff at least 3 weeks prior to the date of the CCC.
- Final Chair-approved slide sets must include references and citations at the bottom of each slide.
- Slides and references/citations will be uploaded by staff to a Dropbox, and a link to the Dropbox will be provided to all CCC registrants 1 week prior to date of the CCC.
- **Final Approval**
 - Approval of final course practice gaps, target audience, educational needs, learning objectives, course summary, agenda, content, and faculty will be made by the officers of the Scientific Council and by the Education Committee

COI Requirements and CE Accreditation

- All CCC must conform to ACCME requirements regarding Conflict of Interest. ISHLT staff will collect conflict of interest information from all program planning committee members, speakers, chairs, and others involved in developing and/or delivering course content. The Society's CME consultant will work with the Conflict of Interest Committee to review and resolve all conflicts of interest in accordance with ACCME policy. Individuals whose COI is not satisfactorily resolved may not participate in the development or delivery of course content.
- CME, ACPE, ANCC, ABTC, and other Board-approved accreditations will be applied for and provided if the CCC is deemed to be in compliance with the requirements for such. All CCC are expected to carry some form of CE accreditation.

Post-meeting Evaluation and Feedback

- Attendees
 - All CCC attendees will be asked to complete and submit a standard course evaluation developed by the Education Committee.
 - Additional questions may be added to the standard evaluation by the Program Chair and Co-Chairs, subject to the approval of the Education Committee
 - These evaluations will be conducted via an online survey mechanism within 7 days of the completion of the CCC.
 - A summary of the evaluation results will be provided to the following
 - Education Committee
 - Program Planning Committee
 - All Faculty
 - Scientific Council officers and Board liaisons
 - Evaluations and comments regarding of specific faculty will be provided to the following:
 - Education Committee
 - Program Planning Committee

- The specific faculty member mentioned
 - Scientific Council officers and Board liaisons
- Faculty
 - All CCC faculty will be asked to complete and submit a standard course evaluation developed by the Education Committee.
 - Additional questions may be added to the standard evaluation by the Program Chair and Co-Chairs, subject to the approval of the staff.
 - These evaluations will be conducted via an online survey mechanism within 7 days of the completion of the CCC.
 - A summary of the evaluation results will be provided to the following:
 - Education Committee
 - Program Planning Committee
 - All Faculty
 - Scientific Council officers and Board liaison
- Independent Observers appointed by the Education Committee and/or Education Committee members may be present at CCC for evaluation purposes.