FCCS: Tropical Diseases
Course Administration

This document is organized to provide as much assistance as possible for a successful Fundamentals of Critical Support (FCCS): Tropical Diseases course. All materials needed to run the course are available electronically through the Licensed Activities Portal. Please read through this document to ensure that you have everything necessary for your upcoming course(s).

SCCM Staff Support. The Society of Critical Care Medicine (SCCM) staff conduct the day-to-day operations of all Fundamentals programs. If you have any questions about running your course, please contact:

SCCM Licensing Team
Society of Critical Care Medicine
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licensing@sccm.org

In addition to offering support to sites administering the course, SCCM is responsible for maintaining course records, including demographic and educational databases related to the Fundamentals courses, such as:

- Current approved course consultants
- Current approved instructors, including teaching records and credential statuses
- Course locations, along with acting directors and submitted course rosters
- Demographic information for enrolled learners (if learners provide this information)

If you have any questions about course records, please contact the SCCM Licensing Team.

Course Overview

What Is the FCCS: Tropical Diseases Course?

FCCS: Tropical Diseases was developed to educate learners about the transmission, symptoms, management, and prevention of tropical diseases. Combined with the FCCS core curriculum, the two-day FCCS: Tropical Diseases course includes a series of presentations and skill stations covering principles important to the initial identification and care of infected patients who are or may become critically ill.

The modular nature of the topics allows the presentations and skill stations to be emphasized and ordered in a variety of ways to best meet audience and facility needs. Learners are provided with the *FCCS, 6th Edition,* and *FCCS: Tropical Diseases* textbooks to read prior to the course. This enables them to come prepared for the pretest and better equipped to participate in course discussions. A posttest at the end of the course evaluates their knowledge.

This course is defined as much by what it does not include as by what it does include. It may not include all methods of monitoring or intervention, particularly those that require a higher level of expertise and care in a tertiary care center. Such extended options can be highlighted or discussed as examples of available therapy for which referral or consultation may be warranted or imperative.

Who Should Attend the Course?

The course is intended for primary care physicians, emergency physicians, residents, fellows, physician assistants, nurses, and other personnel who may care for patients with infectious tropical diseases. Learners will be introduced to principles important in the initial stabilization and care of infected patients who are critically ill. The curriculum may be presented in a modular format as well, which may be more appropriate for resident training.

What Are the Benefits of Attending the Course?

Upon completion of the FCCS: Tropical Diseases course, learners will be able to:

- Prioritize assessment needs for the critically ill patient
- Describe the mechanisms of transmission of bacterial, spiral, viral, and vector-borne tropical diseases
- Review the clinical risk factors and prognostic factors associated with specific tropical diseases
- Identify key clinical signs and symptoms for early recognition and diagnosis of life-threatening infections
- Recognize and respond to significant changes in the unstable patient
- Recommend appropriate management and prevention options

Learners who successfully complete the course will receive an FCCS: Tropical Diseases certificate of completion.

How Does a Learner Successfully Complete the Course?

Successful course completion includes:

- Acceptable attendance during both days of the course
- Satisfactory performance in the skill stations
- Passing grade (≥70%) on the posttest
- Completion of the participant evaluation

What Costs and Resources Are Involved in Running the Course?

When purchasing a course license, SCCM will provide electronic access to presentations, skill stations, texts, and administrative materials. The course site will also need to pay a fee for each learner, which includes a copy of the current edition of the textbooks and, upon successful course completion, a provider certificate. The SCCM Licensing Team is also happy to assist with any questions. Course sites are expected to provide:

- Travel expenses for the course consultant and any visiting instructors
- Honorarium for the course consultant, if requested (The course director may negotiate a lower or pro bono fee schedule; however, nothing higher than $1,000 is advocated by the FCCS Program Committee, SCCM Council,

or SCCM Executive Office.)
- Comfortable conference room seating and food and beverages (for breaks and meals)
- Materials for learner and instructor packets
- Equipment for presentation delivery, including an LCD projector
- Equipment for skill stations

Because SCCM is not directly involved in the course offering, it cannot issue continuing education (CE)/continuing medical education (CME) credit to learners. If the institution or course sponsor is a national- or state-accredited CE/CME provider, it may wish to grant CE/CME credit for the course.

Course Preparation and Delivery

What Are the Steps for Preparing to Run the Course?

Step 1: Submit Order for a Site License
The site must place an order for a course license and the number of learners who will participate in the course electronically through the Licensed Activities Portal. For assistance logging in, please contact the SCCM Licensing Team.

The order for the license is reviewed and approved by the SCCM Licensing Team within two weeks. Sites typically include hospitals, universities, nonprofit institutions, and SCCM-approved licensed organizations. The order is approved based on the following criteria:

- Availability of course supplies and support personnel
- Number of participating instructor faculty
- Approved course consultant (first course only, one day required)
- Experience of institution with earlier courses as evaluated by learners

Once the order for a course license is approved, the site will gain access to course materials through the Licensed Activities Portal.

Step 2: Set Course Dates
The site must enter course dates through the Licensed Activities Portal when submitting the order for a site license. The SCCM Licensing Team will contact the site with details for posting course dates on the SCCM website.

FCCS: Tropical Diseases must be held over two full days to cover all course materials. A plan to extend the course longer than two days must be approved by the SCCM Licensing Team.

An interactive brochure is available upon request. The brochure allows the site to enter information and details that are specific to its course. If a site creates its own marketing materials for the course, SCCM must approve them before distribution. Please contact the SCCM Licensing Team to discuss either option.

Step 3: Identify Who Will Run the Course
Licensed courses are administered and presented by a course coordinator, director, consultant (if needed), and instructors. Any FCCS-approved directors, consultants, and instructors may fulfill the same role(s) for the FCCS: Tropical Diseases course. For a detailed description of these roles, review the FCCS Continuum, included as a separate document.

When selecting faculty, try to balance various healthcare professions. Physician consultant specialists (eg, cardiologists, neurologists), nurses, physician assistants, respiratory therapists, and pharmacists will provide a balanced, multiprofessional view.

Course Coordinator. The course coordinator will provide administrative, organizational, and other types of support. There are no other requirements for the course coordinator.

Course Instructors. The course must be taught by at least two FCCS-approved instructors, one of whom may be the course director. All other presenters may be clinical experts and associate instructors from a variety of areas and professions (eg, nurse, physician assistant, respiratory therapist, pharmacist, and other physician specialists). Skill stations may be operated by non-FCCS trained personnel, but integrity must be assured by the course director and the instructors.

Course Director. The course director will apply to hold courses and ensure that they run smoothly and are consistent with the goals, objectives, and vision of SCCM.

Course Consultant. An FCCS-approved course consultant is required for first-time sites, coordinators, and directors. The consultant will provide guidance from course planning through completion—helping with organization, administrative issues during setup, and evaluating the initial course presentation. The consultant may serve as an instructor but may not lead skill stations. The site is responsible for selecting the course consultant from the FCCS Course Consultants list.

Step 4: Become Familiar with Materials

Course Content. The SCCM Licensing Team will work with the course coordinator or director to provide *FCCS, 6th Edition,* and *FCCS: Tropical Diseases* textbooks, along with electronic access to course presentations, skill stations, and test materials. Each learner will receive both textbooks, to be mailed from the course site. All other materials are available to the site through the Licensed Activities Portal.

Presentations and skill stations are listed below. All FCCS core curriculum presentations are required unless noted, and at least 6 topics from the FCCS: Tropical Diseases curriculum must be presented. Required skill stations include the first three listed plus one integrated station. A complete list of equipment needed for skills stations is available as a separate document, as is a sample course agenda.

Presentations	Skill Stations
FCCS Core Curriculum ▪ Recognition and Assessment of the Seriously Ill Patient ▪ Diagnosis and Management of Acute Respiratory Failure ▪ Mechanical Ventilation I ▪ Mechanical Ventilation II ▪ Monitoring Oxygen Balance and Acid-Base Status ▪ Diagnosis and Management of Shock ▪ Neurologic Support ▪ Life-Threatening Infections: Diagnosis and Antimicrobial Therapy Selection ▪ Acute Coronary Syndromes* ▪ Basic Trauma and Burn Support** *FCCS: Tropical Diseases Curriculum* ▪ Chikungunya Virus Disease ▪ Dengue Fever ▪ Ebola Virus Disease ▪ Hemorrhagic Fevers: Marburg and Lassa Viruses ▪ Leptospirosis ▪ Severe Malaria ▪ Typhoid Fever ▪ Viral Encephalitis ▪ Yellow Fever ▪ Zika Virus Disease	*Include all THREE:* ▪ Mechanical Ventilation I ▪ Mechanical Ventilation II ▪ Noninvasive Positive Pressure Ventilation *And choose ONE integrated station:* ▪ Integrated Sepsis A Scenario ▪ Integrated Sepsis B Scenario ▪ Integrated Airway Management ▪ Hypovolemic Shock Scenario ▪ Integrated Hemorrhagic Shock Scenario ▪ Integrated Traumatic Brain Injury Scenario

*May be removed if all participants are ACLS providers.
**May be removed if all participants have taken the ATLS course.

Administrative Materials. Below is a complete list of the administrative materials discussed within this document.

- Sample Course Agenda
- Sample Letter to Course Enrollees
- Sample Letter to Course Instructors
- Sample Attendance Roster
- Skill Station Attendance Form
- Participant Evaluation
- Course Site Evaluation

Step 5: Course Preparation

3 to 6 Months in Advance
Course Consultant (first course only)
- Communicate with course director initially to establish mentorship.
- Develop a communication schedule for regular discussions of problems, issues, etc.

Course Director
- Identify/confirm course consultant (first course only).
- Determine and arrange instructors.
- Develop course schedule/agenda (see Sample Course Agenda).
- Develop skill stations rotation.
- Enter faculty and their assigned modules into the Licensed Activities Portal. Please contact the SCCM Licensing Team with any difficulty in entering the names of the consultant, director, or instructors.

Course Coordinator
- Make copies of course schedule for learners and instructors.
- Invite instructors and send acceptance response letters.
- Develop and send letters to learners upon enrollment (see Sample Letter to Course Enrollees).
- Order additional books if additional learners are expected.
- Arrange equipment for skill stations.

4 to 6 Weeks in Advance
Course Coordinator
- Prepare and send instructor materials. These include:
  - Course schedule, including presentation and skill station assignments
  - Sample Letter to Course Instructor
  - Printed presentation handouts for assigned topic(s)
  - Copy of chapter(s) associated with assigned presentation(s)
  - Test questions pertaining to assigned topic(s)
- Prepare and send learner materials. These include:
  - *FCCS, 6th Edition,* and *FCCS: Tropical Diseases* textbooks
  - Sample Letter to Course Enrollee
  - Course schedule
  - Map to the course location (optional)
- Contact learners one week after sending the materials. Make sure they have received everything and provide appropriate contact information.
- Remind learners how important it is that they prepare for the pretest.

2 to 4 Weeks in Advance
Course Coordinator
- Prepare posttests and blank answer sheets.
- Remind instructors of their assigned lecture(s), skill station(s), and time(s).
- Check on equipment for skill stations.
- Enter registered participants into the Licensed Activities Portal by creating a roster.
- Assign learners to skill station groups—Create small, manageable groups of no more than 8 learners to one skill station instructor.
- Prepare and assemble instructor packets (to be distributed at course). Each packet should include:
  - Course schedule
  - Skill station group list and rotation, including assignment(s)

- Prepare and assemble learner packets (to be handed out at registration, after completion of the pretest). Each packet should be placed in a folder and should include:
  - Pretest and blank answer sheet
  - Course schedule
  - Skill station group list and rotation
  - Skill Station Attendance Form
  - Presentation handouts (optional)
  - Paper for learners to take notes

What Happens on the Day of the Course?

It is important to provide reasonable time for breaks and movement, light snacks, and a comfortably cool, lighted room. Refreshments should be served outside the lecture room. Healthy, low-sugar snacks have been correlated with better performance.

Pretest. Administer the pretest on site during registration in a manner that does not decrease teaching or skill station time. Course coordinators should remind learners how important it is to take the pretest. Collect pretests before the course starts. The course director should score pretests and return them to learners prior to instructor-led review of the pretest.

Presentations. Instructors should be prepared to cover each presentation within 30 to 45 minutes. Variations from the sample schedule are permitted for the convenience of learners. If alternative course schedules are used, minimum attendance requirements are suggested as criteria for course completion. This requirement should be presented to learners in the introductory lecture.

The course director should meet with instructors for five to ten minutes before each course segment (morning and afternoon). Use this opportunity to answer questions, encourage communication, and remind instructors of their responsibilities. This is also the time to remind instructors to repeat vital points covered in the test material.

The course coordinator should provide a laser, penlight, or other pointer, and have backup files of the presentation materials ready should they be needed.

Skill Stations. Skill stations offer learners hands-on teaching experience through case scenarios guided by instructor and learner objectives. Instructors should use the case scenarios to generalize pertinent information, ensuring that the focus remains on the objectives. Learners are encouraged to answer the questions included within each skill station, and to participate by exhibiting physical skills whenever possible.

Notes for planning and conducting skill stations:
- Skill stations may be interspersed with lectures throughout the day or grouped together.
- Student-to-instructor ratio is 8:1 for skill stations.
- Set up skill stations in two separate rooms. If possible, keep the skill station rooms close together and close to the lecture area to help with movement through the stations.
- Allocate the same amount of time for each skill station.

- Additional instructional content is provided in some skill station objectives to allow the instructor considerable latitude in the optional material discussed.
- Recommended equipment for each skill station is available as a separate document.
- Be prepared with batteries/bulbs for laryngoscopes, extension cords, tape to hold cords in place, and backup methods in case skill station equipment fails.

Skill stations should be scored as pass/fail. This type of scoring introduces an element of subjectivity that is unavoidable, although less desirable. Each skill station has been formatted to align with learner objectives, allowing instructors to evaluate participants as objectively as possible.

Instructors should collect the Skill Station Attendance Form from each learner at the beginning of each station. Upon station completion, the instructor should initial and score individual performance as pass or fail before returning the form to the learner. The instructor at the final skill station will sign the Skill Station Attendance Forms and submit them to the course coordinator. These forms need not be returned to SCCM unless a learner's final grade is in dispute.

It is important that the learner has instructor approval for each skill station. This is a requirement for course completion.

Posttest. The posttest should be completed at the end of the course as a closed-book examination. Although the tests are not meant to be timed, about 45 to 60 minutes seems to be a sufficient time allowance. Please make sure that the test is given in a quiet room and is monitored. Participants will be tested only on material that is presented in the course lectures.

The course director should score posttests and note the results in the Licensed Activities Portal. A score of 70% or higher (35 correct answers on a 50-question test) is needed to pass the posttest. Test results should be returned to learners on site.

Post-Course Work

What Is Needed After the Course?

All materials must be entered within **30 days** after course completion.

Faculty Listing. All faculty should be added through the Licensed Activities Portal along with the module(s) taught. This must be completed before certificates are issued.

Course Roster. All participants must be entered into the Licensed Activities Portal. Posttest scores should be entered in the same location. All required fields in the roster must be completed before certificates are issued.

Participant Evaluations. After the course is completed, coordinators should send learners a link to the Participant Evaluation and remind them to complete it as quickly as possible. The course coordinator can access this link through the Completed Courses section of the Licensed Activities Portal. Students should complete the evaluation using this link.

Course Site Evaluations. After course completion, the course director should complete this online evaluation. It is available in the Licensed Activities Portal.

How Do I Get My Certificate?

Certificates of Course Completion. Learners who successfully complete course requirements will receive a dated certificate of completion. One certificate will be issued for each learner who successfully completes the course.

Course Completion Requirements
- Acceptable attendance during both days of the course
- Satisfactory performance in the skill stations
- Passing grade (≥70%) on the posttest
- Completion of the participant evaluation

Renewal of Training. Certificates will include the date of course completion and must be renewed every four years, prior to the date of course completion. Individuals who score an 80% or higher on the FCCS: Tropical Diseases post-test **DO** fulfill the post-test requirement for FCCS instructor eligibility. SCCM will not notify providers of upcoming certificate expiration.

Because new information evolves rapidly in the field of critical care and FCCS: Tropical Diseases course graduates may not fully retain the knowledge gained from the course, the "FCCS trained" and "FCCS: Tropical Diseases trained" titles are conferred for a period of four years.

Appeals/Grievance Process

In the unlikely event a dispute arises involving a learner and a matter (course grade, result, etc) that you cannot resolve to the learner's satisfaction, please inform the learner how to initiate the FCCS program appeal process, which applies to the FCCS: Tropical Diseases course.

The learner is required to correspond in writing with the [SCCM Licensing Team](#). The initial letter should state the issues disputed, the course sponsor, and the dates of the course. SCCM will contact you for related information. The FCCS Program Committee chairperson will arbitrate the dispute.

A further and final level of appeal to SCCM Council is available to the learner thereafter if desired. If you are aware of a learner's dissatisfaction, please include this information in your commentary material returned to the SCCM office at the end of your course. A simple phone call may resolve the dispute.

This process is in place to assist you with difficult situations in which you and your faculty believe that a participant has not demonstrated sufficient understanding or skill proficiency to receive a passing score for the course. This is why all documentation or anecdotal commentary is important to include in the return packet.