

**Recognition Application for Quality**

**International Respiratory Care Education**

***These Guidelines were developed by International and American Educators and clinicians and approved by the***

***INTERNATIONAL COUNCIL FOR RESPIRATORY CARE.***

# Recognition of a Seminar

The applicant needs only to answer three essential questions for IERS reviewers and the Executive Committee of the IERS to award recognition at the seminar level. The three questions that need to be answered in the format provided are as follows:

1. What do you intend to teach?
2. How do you intend to teach it?
3. How will you know you taught it?

Definition of SEMINAR LEVEL 1: For IERS recognition a seminar is an RC educational activity of any duration that does not purport to teach the same skill set each time the seminar is offered using similar content and instructors with the same instructional goals. For example: one-day, two-day, or three-week educational experiences would fall in this category of recognition, especially if the theme/content/objectives were changed or significantly different each time it was offered. It would most likely have goals that are more general respiratory care knowledge as opposed to programs or schools that would have more specific/complex Respiratory care skills and competencies.

IERS approval is granted to a resident sponsor of a seminar for the one country in which the RC education is delivered and from which the application is submitted. It is not possible at this time to award IERS approval for multi-country applications.

**Once the application is complete, it may be submitted via email, regular mail service, or any other form of digital(cloud links) or hard copy(FedX, UPS, etc.) transfer. The initial application fee is due at the time of submission of the application. Seminar Sponsor/Applicant must fill in all the required (\*) fields below and may type or paste the appropriate information as it is requested:**

**Seminar Sponsor/Applicant must fill in all the required (\*) fields below and may type or paste the appropriate information as it is requested:**

Organizational Seminar Sponsor(s):

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| **Paste or type here: (Sponsor, e.g. Name of the institution or organization(s)):** |

Contact the individual who completed the application(s):

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| **Paste or type here: (Name & contact information of individual who completed the application: full name & email address):** |

Exact name (Title) of the offering:

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| **Paste or type here: (e.g. "New Concepts in Mechanical Ventilation"):** |

Country, City, Province:

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| **Paste or type here: (Type or Paste the exact name of the city or Province and country location):** |

Venue:

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| **Paste or type here: (Type or Paste the exact name of the Hotel/Convention Center/College or University/Facility):** |

Exact Dates:

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| **Paste or type here: (Type or Paste exact dates; day, month, year ):** |

**You must meet or exceed the following guidelines to secure recognition of your RC seminar by IERS:**

**I. What Do You Intent to teach?**

**A. Seminar Description** Describe the length and type of instructional unit for the one-time seminar, workshop, or planned RC educational activity. Give the number of days, and hours of RC instruction, lab, and/or evaluation activities. As an example, it may say:

*“A two-day combination lecture and lab seminar, with 6 hours of lecture and lab per day for a total of 12 hours of educational activities.”*

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| **Paste or type the seminar description here:** |

1. The outline must include a list specifying the date, day, topic, speaker, location, activity, and length of each educational activity.

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| **Paste or type the seminar outline here:** |

1. Provide examples of test and evaluation strategies for participants as well as post-seminar evaluations.

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| **Paste or type seminar test examples, strategy, and post-seminar evaluation tools here:** |

**B. Seminar Goal:**

1. Describe the single most important, seminar goal, comprehensive competency, or general behavioral objective that best describes the overall educational goal of the seminar. It can be fairly specific, e.g. monitor hemodynamic devices, record results, and make recommendations, or it can be more general, e.g. Increase the practitioners' understanding of hemodynamic monitoring.

*In either of the above cases, you must then provide the following outcome-oriented and measurable information about your planned instruction:*

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| **Paste or type the seminar goal here:** |

**C. Supporting Instructional Objectives:**

1. Describe the specific objectives that you intend to achieve, matched to the overriding goal described above for each lecture, laboratory, or other educational activity you have planned. These objectives must be written in a criterion-referenced manner describing the level of outcome achievement expected.

**e.**g. The attendees will be able to identify the basic parameters and their use in hemodynamic monitoring of a patient on mechanical ventilation with ARDS;

**e.**g. The attendees will be able to manage simulated patients with ARDS on mechanical ventilators by recording and making modifications using hemodynamic monitoring data with 95% accuracy on the post-seminar comprehensive 5-case computerized clinical simulations.

*The objectives, as you can see, may be general or specific, but in either case, they must be measurable outcome-oriented instructional objectives.*

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| **Paste or type instructional objectives here:** |

**D. Personnel**

The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions required to achieve the seminar’s stated goals and objectives.

Provide a list of seminar personnel and their respective qualifications to perform their roles in the boxes below:

**1. Faculty, Staff, and administrative Personnel**

**a) Administrative Personnel**

An individual must be designated as the primary administrator for the operations of the seminar. This individual may be a member of the seminar faculty or staff.

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| **Paste or type here: (List name, email, phone, address, titles and credentials)** |

**b) Faculty**

Individuals appointed to the faculty must have appropriate credentials and expert knowledge in the content area being taught. Faculty must also maintain high ethical standards and professional behavior at all times.

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| **Paste or type here: (List name, email, phone, address, titles and credentials)** |

**c) Staff**

Seminar staff must be professionally qualified to fulfill their designated seminar responsibilities.

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| **Paste or type here: (List name, email, phone, address, titles and credentials)** |

**II. How Do You Intend To Teach It?**

1. **Instructional Strategies**

Use the topic outline from above (I.A.1.) and describe the instructional strategy for each topic, i.e. lecture, lab, HPS, standardized patients, clinical experience, manikin simulation, etc.

1. **Strategies matched to topics and objectives.**

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| **Paste or type a description of your instructional strategies by topic in your seminar here:** |

1. **Special instructional tools.**

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| **Paste or type a description of special instructional tools you are using i.e. Ventilator test lung simulators, HP's model and manufacturer, IPADS, etc. (The box will expand to accommodate all text.\*):** |

**B. Publications and Disclosure**

1. Advertisements, brochures, announcements, catalogs, publications, and internet web pages must accurately reflect the seminar offered. Name, statement, logo, and any statements referenced to the AARC must have prior approval before they may be used.

2. Participants should be informed in writing of the following: schedule of instruction dates, cost, criteria for successful completion, location, faculty, and any policies and processes required of participants during or after the seminar.

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| **Paste or type advertisements, brochures, announcements, catalogs, publications, and internet web pages here. (The box will expand to accommodate all text.\*):** |

**C. Lawful and Non-discriminatory Practices**

All activities associated with the seminar must comply with the applicant country’s rules and regulations.

**D. Safeguards**

The health and safety of patients, students, and faculty associated with the educational activities of the participants must be adequately safeguarded.

**E. Participant Records**

Satisfactory records must be maintained for participant attendance, admission, advisement, counseling, and evaluation. Grades and/or continuing education credits for courses must be recorded and permanently maintained by the sponsor in a safe and accessible location.

**F. Substantive Change**

If the seminar is repeated each year with different content the sponsor must re-apply for recognition. If the seminar is repeating the teaching of the same skills each year, the school level of recognition may be sought. In either case, if during the year there is a substantive change(s) in the seminar the sponsor must report this to the recognition agency before the changed seminar is offered again to retain its recognition status.

**G. Clinical Agreements**

If clinical experience is required as part of the seminar, documentation must be provided and maintained by the sponsor.

**III. How Will You Know You Taught It?**

a. ***Evaluation Strategy:*** Describe your evaluation strategy for participants as well as for evaluation of the seminar’s effectiveness. Include an example of your post-seminar evaluation tool.

*Evaluation of participants and or the seminar may be accomplished using various testing techniques matched to the instruction or by simply verifying the attendance of participants.*

*If evaluation techniques are used, faculty should demonstrate that the testing methods chosen are consistent with the objectives and competencies being tested by content or description.*

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| **Paste or type a description of your evaluation strategy here (The box will expand to accommodate all text.):** |

1. **Evaluation Instruments:**  Provide an example of each of the types of evaluation instruments you intend to use in your participant evaluation strategy, if any. It may be written tests, computerized tests and simulations, observational tools, etc.

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| **Paste or type examples of your participant evaluation instruments here (The box will expand to accommodate all text.):** |

1. A post-seminar survey of participants should be conducted to measure participant satisfaction with stated and achieved goals and objectives.

*All data will be subject to posting on the IERS website before and after the delivery of the seminar.*

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| **Paste or type post-seminar outcome data here. (The box will expand to accommodate all text.):**  (For 1st-time seminars, send outcome data after 1st offering to Dr. Arzu Ari, Director of IERS) |

Presently Post-seminar outcome data collected by the providers, sponsors, and leaders of the seminar may be reported via email to Dr. Arzu Ari, Director of IERS within 60 days of completion of the seminar.

Note: It is expected that in the next 2 years with the input of providers, IERS will publish appropriate outcome data on the IERS site for informational purposes to those looking for quality respiratory care educational activities anywhere in the world.

1. **Post-seminar evaluation tools**

Provide an example of your topic, speaker, objectives, post-seminar evaluation instrument

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| **Paste or type your post-seminar evaluation tool here (The box will expand to accommodate all text.):** |

**Post-seminar attendance data:** Attendance data should be sent within 60 days of the seminar delivery. Include at minimum the following fields of data: Participant name, profession (physician, Respiratory care practitioner, Physical Therapist, Nurse, etc.) credentials (MD, RRT, RN, PT, etc.), and AARC member number if applicable.

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| **Paste or type seminar attendance data (The box will expand to accommodate all text.):** |

1. Evaluation strategy should include a description of how participant performance, opinion, and attendance will be assessed before, during, and /or after the seminar.

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| **Paste or type seminar evaluation strategy here (The box will expand to accommodate all text.):** |

>>>>>>>>> End of Seminar Recognition Application <<<<<<<<<