# Advanced Stroke Life Support® Curriculum
## GUIDELINES FOR USE

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INTRODUCTION

Advanced Stroke Life Support® (ASLS®) is a course that addresses the prehospital, emergency department, and stroke unit management of patients with acute stroke, incorporating interactive discussions, hands-on workshops, video and standardized patients. It was developed by the Michael S. Gordon Center for Research in Medical Education (GCRME), a Center of Excellence at the Leonard Miller School of Medicine of the University of Miami. Course materials are available to healthcare and educational institutions, emergency response and/or transportation entities, governmental or district agencies. A licensed healthcare provider with experience in teaching may qualify for training to become an ASLS® instructor.

As first released in 1998, the ASLS® curriculum was designed for EMS responders, and a prehospital-only version remains available. Early in its development, however, at the urging of neuroscience nurses and neurologists, the curriculum was expanded to add hospital-based content. The version that includes in-hospital care in the emergency department and stroke unit, ASLS® for Prehospital and Hospital Providers, is suitable for all audiences. From the onset, ASLS® was intended for widespread dissemination using a train-the-trainer strategy, i.e., preparing others to teach the curriculum with ready-made course materials available for purchase.

With the significant expansion of ASLS®, it became apparent that we needed to enact measures to ensure quality control. Thus, in order to provide for greater standardization of instruction, more stringent requirements to achieve and maintain instructor status, and a reliable means to verify authenticity of training, we established a new infrastructure, with centralized oversight and comprehensive guidelines. This administrative manual outlines the standards of practice and policies that apply to those individuals and entities approved by the Gordon Center for authorized training of students and/or personnel utilizing the Advanced Stroke Life Support® curriculum and its instructional tools.

These guidelines are not expected to remain static but will evolve, in response to curriculum updates, changes to continuing education credit requirements, identification of new issues that need to be addressed, and to accommodate ongoing expansion in the number, geographic, and professional distribution of institutions and instructors utilizing ASLS®. It is, therefore, incumbent upon users to refer often to the ASLS® resource website to take note of announced changes and gain ready access to the most current guidelines.
GLOSSARY

ANCC ................................................................................................................. American Nurses Credentialing Center
A subsidiary of the American Nurses Association, its mission is to promote excellence in nursing and health care
globally through credentialing programs that ensure participants the program meets professional standards for
continuing nursing education.

ASLS® ............................................................................................................. Advanced Stroke Life Support®
A curriculum that addresses the prehospital, emergency department, and stroke unit management of patients with
acute stroke, incorporating interactive discussions, hands-on workshops, video and standardized patients.

CECBEMS ........................................................................................................... Continuing Education Coordinating Board for EMS
Established in 1992 by a group of six national sponsoring organizations to lead the accreditation of EMS continuing
education.

CEU .................................................................................................................. Continuing Education Unit
A point awarded to a professional person by a professional organization for having attended an educational
program relevant to the goals of the organization. Many states require professionals in various fields of healthcare
to obtain a specific number of CEUs annually for relicensure or maintenance of certification.

Contact Hour
Continuing education for nurses defined as 60 minutes of an organized learning activity, didactic or clinical.

CV ................................................................................................................... Curriculum Vitae
An outline of a person's educational and professional history, including academic publications and achievements.

GCRME .......................................................................................................... Gordon Center for Research in Medical Education
A designated Center of Excellence of the University of Miami, Miller School of Medicine, established over 40 years
ago for the application of advanced technology to medical education for medical students, physicians, physician
assistants, nurses, paramedic/firefighters and educators.

GNA ............................................................................................................... Georgia Nurses Association
An accredited approver of nursing continuing education by the American Nurses Credentialing Center

Instructor Potential
The quality of an individual who, having demonstrated exceptional aptitude, skills, and knowledge, is evaluated as
likely, with training, to succeed as an effective trainer.

MEND Exam ................................................................................................... Miami Emergency Neurologic Deficit Examination

TC ..................................................................................................................... Training Center
Provider of continuing education for healthcare professionals through the teaching of Advanced Stroke Life
Support®.

University or UM ........................................................................................ University of Miami
With more than 15,000 students from around the world, a private research university that includes the Leonard M. Miller School of Medicine, an academic medical center founded in 1952, serving South Florida, South America and the Caribbean in education, research, patient care and community service.

**TRAINING CENTERS**

**Becoming a Training Center**

Training Center (TC) refers to healthcare or educational institutions, emergency response and/or medical transportation entities, governmental or district agencies engaged in authorized training of students and/or personnel utilizing the Advanced Stroke Life Support® curriculum and its instructional tools. To become an ASLS® TC requires:

- Legitimate ownership of a curriculum package or instructor toolkit
- Trained ASLS® instructors (the recommendation is for at least four to accommodate scheduling at least two per class and maintaining appropriate instructor-to-learner ratios)
- Current course materials for those to be taught
- Signed acceptance of the terms and conditions.

Participation as an Advanced Stroke Life Support® Training Center is subject to prior approval by the GCRME and continued compliance with the policies and procedures as described in these guidelines. Training Centers may register with the Gordon Center related organizations—such as affiliated hospitals, alternate campuses, or supporting agencies—as satellite sites, authorized to conduct ASLS® training under its auspices; however, satellite sites operate only under the supervision of a TC, which is accountable for its actions.

**Overall Roles and Responsibilities**

Training Centers are responsible for ensuring that:

- There is a designated TC Coordinator to serve as primary contact and liaison with the Gordon Center regarding administration of ASLS® training;

- Planned dates for classes are submitted to the GCRME at least 30 days in advance and that classes that are to be publicly posted on the Internet include location, start and end time, any fee, and contact information in order to register;

- All courses it presents, and those of any satellite sites it authorizes to teach ASLS® courses under its auspices, conform to the requirements of these guidelines and the ASLS® curriculum as set forth in the ASLS® Instructor Manuals;

- Its employees and volunteers, staff, and instructors conduct themselves according to the codes of conduct outlined in these guidelines, abiding by the spirit and intent of non-discrimination,
resolution and disclosure of conflicts of interest, respect for privacy and confidentiality, professional objectivity and comportment, and a commitment to providing educational quality in a positive learning environment;

- Instructors teaching its courses have the appropriate credentials to teach ASLS® and fulfill the roles and responsibilities of an instructor.

- Instructors aligned with it are promptly notified of all postings by the GCRME regarding changes to science, the curriculum, or administrative policies and are provided with updates or renewal courses as required by the Gordon Center;

- Rosters, agendas, and a composite summary of learner course evaluations are submitted to the GCRME within 10 business days of the conclusion of the class;

- Each learner who successfully completes an ASLS® course is issued within 30 days of the class, an official course completion certificate/wallet card;

- Any disputes, complaints, or problems that arise from one of its courses, or that of a satellite training site, are promptly managed (at least to the minimum standards set forth in these guidelines), and that the Gordon Center is notified if satisfactory resolution cannot be reached;

- Communication from the GCRME, including invoices for training, course materials, and learner certificates, are attended to promptly.

**TC Coordinator**

The TC Coordinator is not required to be a healthcare provider or an ASLS® instructor but should, as the primary liaison on the administration of ASLS® training, be familiar with the requirements for running an ASLS® course. It is up to the TC Coordinator to see to it that the training center meets its obligations, as outlined above, and also to:

- Designate the TC representatives (up to three) to be granted secured access to the GCRME Internet site for inputting and retrieving data;

- Register with the GCRME as content experts qualified course presenters who do not have ASLS® instructor credentials and provide required documentation;

- Ensure each class has a designated Course Coordinator;

- Notify the GCRME immediately of any breaches regarding posttest security, misuse of instructor or course materials, unauthorized access to learner or class data, and inappropriate or fraudulent issuance of course completion documentation.
Course Coordinator

The course coordinator is a member of the academic staff tasked with administrative management of an ASLS® class. The course coordinator must be an ASLS® instructor and on site to supervise the class. It is the responsibility of the course coordinator to ensure the class conforms to the requirements of these guidelines and the ASLS® curriculum as set forth in the ASLS® Instructor Manuals and to promptly report any incidents to the TC Coordinator. TCs may have multiple instructors who fulfill the functions of course coordinator, but each class must have one designated course coordinator so the lines of authority are clear.

Course Fees

For the ASLS® provider classes it presents, the TC has the option of setting and collecting from participants a course fee but must clearly communicate to its learners in advance of training:

- The full amount charged
- What is covered by the fee (course completion certificate & card, provider manual, etc.)
- Under what circumstances the fee may be forfeited or refunded, in part or in full
- The method of, and deadline for, payment.

If the amount of the fee exceeds the TC’s out-of-pocket costs payable per learner to the Gordon Center, the TC must include the following statement on its course notices:

*Only a portion of the course fee represents revenue to the University of Miami Gordon Center for Research in Medical Education, developer of the Advanced Stroke Life Support® curriculum.*
INSTRUCTORS

Becoming an Instructor

The current requirements to become an ASLS® instructor are:

- Active licensure or certification as a healthcare professional whose responsibilities include caring for patients at risk for a stroke
- Education experience as a trainer or adult educator (minimum 6 months recommended)
- Alignment with a registered ASLS® TC authorized by the GCRME to teach the curriculum
- Successful completion of an ASLS® Instructor Course, which has as prerequisites:
  - Completion within prior year of an ASLS® Provider Course with a minimum posttest score of 85%
  - Documentation from TC attesting to instructor potential
- Submission to the Gordon Center of:
  - Completed Instructor Registry application form, including signature accepting terms and conditions
  - Current CV
  - ANCC Biographical Data Form, with conflict of interest disclosure statement

Instructor Card

Upon successful completion of an ASLS® instructor course and submission of the required documents listed above, a candidate will be issued an ASLS® instructor card as evidence of membership in the ASLS® Instructor Registry and authorization to teach ASLS® classes under the auspices of a registered TC. The wallet card, included as part of the instructor course fee, includes a series of unique numbers linked to the Gordon Center database for verification of authenticity. Instructor status must be renewed by the 2-year expiration date indicated on the card.

Grandfathering In Process

Those who became an ASLS® instructor prior to February 2011 may apply for current ASLS® instructor status if they:

- Completed an ASLS® instructor course taught by Gordon Center faculty or one of the instructors authorized by the GCRME to conduct instructor courses
- Stayed current with the ASLS® curriculum updates
- Actively taught ASLS® classes in the last two years.

For consideration, candidates must submit to the Gordon Center the same documents as listed above for new instructors. Upon acceptance and payment of a $15 fee for membership in the Instructor Registry, the applicant will be issued an ASLS® instructor card with an expiration date of two years from the effective date of the new instructor control system. Instructors may only continue teaching upon alignment with a registered ASLS® TC authorized by the GCRME to teach the curriculum.
Maintaining Instructor Status

In order to be eligible to renew their credentials, instructors must:

- Teach at least four ASLS® classes within the two-year cycle
- Be instructors in good standing, abiding by the accepted terms and conditions, including adhering to the codes of conduct delineated in this document
- Complete any required instructor updates
- Submit to the Gordon Center prior to expiration:
  - A renewal application form
  - Up-to-date CV
  - New biographical data form, with conflict of interest disclosure statement
  - Confirmation of affiliation with TC
  - Payment of $15 renewal fee.

Since TCs are required to submit class agendas with instructor names and assignments for each course conducted and such records are maintained in the Gordon Center database, there is no need to provide evidence of compliance with the teaching requirement. Upon satisfying the renewal requirements, the instructor will be issued a new ASLS® instructor card, effective for another two-year period.

The requirement to teach a minimum of four courses in two years as listed above may be waived under special circumstances, including but not limited to:

- Call to active military duty, for an instructor who is in the military reserve or National Guard
- Illness or injury to the extent it requires a leave from employment or teaching duties
- An insufficient number of courses offered in an area due to lack of audience, delay of course materials, or suspension of training by the instructor’s TC beyond the instructor’s control and the lack of an available alternate TC.

Revocation of Instructor Credentials

A TC may revoke the alignment privilege of any instructor who fails to act in accordance with the policies and procedures laid out in these guidelines, the ASLS® instructor manuals, or the TCs own internal regulations. The TC must immediately notify the Gordon Center in writing of the revocation and cause behind it.

The Gordon Center reserves the right to investigate complaints brought to its attention and to exercise disciplinary measures deemed appropriate. The GCRME will respond in writing to the instructor with its ruling, within 15 business days of receipt of a written report and all requested documentation. The GCRME will consider whether to grant the instructor permission to continue as an ASLS® instructor by identifying and aligning with an alternative TC or to temporarily or permanently revoke instructor credentials.

Instructor Resources

Instructors are issued instructor manuals when they take part in an instructor course. Updated editions of the instructor manual are available for purchase by individual instructors or TCs. Teaching
materials, such as the slides, posters, pre- and posttests, answer sheets and keys, are made available for instructor use by the TC.

Members of the ASLS® Instructor Registry are provided secured access to an ASLS® instructor resource website with a user name and password, where scientific, curricular, and administrative updates are posted. Instructors and TCs will also find on the resource web pages forms and tools as downloadable digital files. These include:

- Course coordinator checklists
- Flyer template
- Learner registration form
- Learner course evaluation form.

Users are expected to respect the copyright of such materials and utilize only as intended.
ASLS® CLASSES

Who Can Teach

ASLS® classes may only be conducted by those with ASLS® instructor credentials working under the auspices of a registered and authorized ASLS® TC. ASLS® instructors may teach at classes presented by any registered and authorized ASLS® TC; they are not restricted to the TC with which they are aligned. ASLS® instructors trained only in the curriculum for prehospital providers may teach a course to hospital personnel but not the hospital component, which must be presented by an instructor with credentials for the combined course.

An individual whose professional education and experience provides them sufficient knowledge in the subject area to be considered a content expert may present a lecture or assist in practical skills stations during an ASLS® course so long as, in advance of the class, the expert:

- Becomes familiar with the ASLS® course material by reading the relevant section(s) of the instructor manual or slides
- Agrees to adhere to the ASLS® program guidelines
- Registers with the Gordon Center in advance of the class by
  - Completing and submitting a profile form
  - Submitting a curriculum vitae
  - Completing a conflict of interest disclosure form

Content experts may not constitute more than 50% of the faculty for a given class.

Instructors and content experts teaching ASLS® are supervised by the designated Course Coordinator for the class, who is accountable to the TC Coordinator. The Course Coordinator ensures the class conforms to the requirements of these guidelines and the ASLS® curriculum as set forth in the ASLS® Instructor Manuals. See Class Coordination for specific responsibilities of managing a class.

Who Can Attend

The ASLS® curriculum is designed for practitioners and students, of all healthcare professions, who may be called upon to treat patients that are at higher risk for or are showing symptoms of a stroke. TCs may only present the ASLS® course—prehospital or hospital and prehospital—specified in their agreement. TCs are not limited to teaching their own students or employees but may include other individuals.

Class Coordination

The TC is responsible for administering its ASLS® classes. This includes:

- Physical facilities
  - Classroom set up (with separate area or room for breakout session for classes with both prehospital and hospital audiences)
  - Adequate space for practical skills stations
University of Miami Leonard Miller School of Medicine  
Gordon Center for Research in Medical Education  
Advanced Stroke Life Support® Curriculum  
GUIDELINES FOR USE

- Equipment  
  o Audiovisual (projector, screen, sound system)  
  o Bed, stretcher or table for patient examination

- Availability of course materials  
  o Course agenda  
  o Provider manuals  
  o Pre- and posttests / answer sheets  
  o Posters  
  o Pocket guides for learners  
  o Post course evaluation forms

- Advance communication with prospective participants - via flyer, brochure, email, Internet, or Intranet  
  o Statement of the requirements for satisfactory course completion  
    ▪ Passing posttest score of 70%  
    ▪ Minimum of 85% on posttest to qualify for ASLS® instructor course  
  o Start and end times, location  
  o Continuing education credit granted for successful completion of full course only  
  o Proper disclosure of any commercial support or conflict of interest on the part of the TC and/or any presenters

- Registration of learners  
  o Collection of required learner profile data (template registration form provided but not required)  
  o Scheduling of ASLS® instructors  
  o Verification of qualifications to teach  
    ▪ Credentials as an ASLS® instructor or content expert  
    ▪ Prior registration with the Gordon Center (Instructor Registry)  
  o Assignment of specific teaching responsibilities  
  o Adequate number to maintain at least a 1:6 instructor-to-learner ratio  
  o Payment of any salary, honoraria, or other expenses

- Administration and grading of tests  
- Distribution and collection of confidential learner evaluations and summation of results  
- Data submission to the Gordon Center electronic database  
- Printing and dissemination of combined course completion certificates/ wallet cards.

The above are typically duties of the Course Coordinator, but they may be delegated in whole or part as deemed appropriate by the TC. Academic supervision of the instructors and learners, however, must remain the responsibility of the Course Coordinator.

**Presentation of Course**

The TC must ensure that instructors:
- Use the most current version of the ASLS® curriculum
- Adhere to the objectives and course content as provided
o Reference to specific local or regional procedures or protocols must be in addition to, not in place of, the material in the ASLS® course.

o Dividing the course into multiple sessions is allowed if all the material is presented, the segments are presented in succession, and the total time span does not exceed 10 days.

Learner Assessment – Written Examinations

Both pre- and posttests are multiple choice examinations based on course learning objectives. The pretest should be administered very soon after welcoming remarks. It is designed to measure the learner’s base of knowledge prior to the course. For that reason, learners are not encouraged to engage in special preparation before class nor are course materials made available in advance of class. The posttest is taken immediately following the interactive review utilizing the participatory “Who Wants to be a Strokologist?” game.

Test Administration
When conducting written exams, instructors should:

- Ensure the room is quiet and conducive to testing
- Distribute written exams only after the learners have been seated
- Direct the learners how to mark their answers on the answer sheet
- Have at least one instructor remain in the room at all times as proctor.

Instructors may read test questions to learners with disabilities or language barriers that inhibit their ability to take a conventional written exam on their own. This should be done so as not to disturb other test takers.

Test Security
Tests and answer keys should be stored and handled securely at all times. If test booklets are provided with separate answer sheets, it is advised they be numbered to facilitate tracking and ensuring all are collected and properly secured. Learners may be shown their tests after grading but are not allowed to leave the premises with any test or annotated answer key.

Test Scores
Learners must have a posttest score of at least 70% in order to pass the course and be issued continuing education credit. Those not achieving the required minimum score should be brought to the attention of the course coordinator, who can advise and facilitate the learner retesting. A different version of the test, when available, may be administered after a review session with an instructor or at a later date within 30 days. Such learners should be assigned a final grade of Incomplete. Learners unable to score at least 70% on a retest should be advised to retake the course.

Those who scored between 70% and 80% on the posttest may benefit from a session with an instructor who, guided by a copy of the annotated exam, can explain the correct answers to the missed questions. Whether such a session takes place after class or is scheduled for another time is at the discretion of the course director.

Participation in an ASLS® instructor course requires a minimum posttest score of 85%. Qualifying learners who have also demonstrated instructor potential should be informed of their eligibility and
advised of the process of achieving and responsibilities for maintaining ASLS® instructor status. The TC must provide written documentation of the individual’s qualifications as a prerequisite for the instructor course.

Skills Practice

The ASLS® curriculum incorporates hands-on application of practical skills in morning and afternoon sessions, utilizing “simulated and standardized patients,” individuals who have been carefully coached to portray an actual patient, presenting the complete disposition of the patient—not just the history, but also the body language, physical findings, and characteristics. If standardized patients are not available, instructors may serve in that capacity for the stroke syndromes session. The instructor manuals provide simulation guidelines and MEND Exam answer keys that instructors may use to assess whether or not what learners recorded on their MEND checklists are correct.

Learner Evaluations of Course

Learner evaluations collect valuable feedback on the effectiveness of the curriculum and the instructors who teach it and are a useful tool for improving the future delivery of the course. Anonymous end-of-course evaluations are required to be completed by all class participants. The GCRME provides an evaluation form in PDF format for each version of ASLS® that satisfies the requirements of continuing education granting bodies. TCs may use as provided or replicate in a different format to facilitate computerized administration or machine scanning. TCs may add to but not otherwise edit the content of the evaluation forms.

Evaluation forms are to be disseminated at the conclusion of the class and completed by learners after the written posttest. No names or other identification of learners are to be required, although the learner may choose to sign the form at the end, and provisions must be made for learners to return completed forms to a central box or envelope in the classroom in order to maintain privacy. The Course Coordinator is responsible for submitting the evaluation forms, along with the tests and other documents, to the TC Coordinator.

TCs must prepare and submit to the GCRME a composite report of the learners’ evaluations of the course. A template worksheet to utilize to tally the results is provided as a PDF for each evaluation form version.
CONTINUING EDUCATION CREDIT

For Prehospital Providers

The Gordon Center is an organizationally accredited provider (#UMIA0005) of continuing education for emergency medical technicians and paramedics through the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS), a nationally-recognized non-profit established in 1992 by the following organizations:

- American College of Emergency Physicians
- National Registry of Emergency Medical Technicians
- National Association of Emergency Medical Services Physicians
- National Association of State EMS Directors (now NASEMSO)
- National Council of State Emergency Medical Services Training Coordinators (now the Education and Professional Standards Council/NASEMSO)
- National Association of Emergency Medical Technicians to provide nationwide integrity and standards for EMS.

From its website, “CECBEMS organizational accreditation assures participants that all EMS continuing education offered by a CECBEMS-accredited organization has undergone a sound, rigorous planning process and will be implemented and evaluated to ensure a quality educational experience.”

Successful completion of an ASLS® for Prehospital Providers course presented and properly submitted by a registered and authorized TC earns 8 credit hours, which is noted in the CECBEMS-required format on the course completion certificate. The Gordon Center transmits to the accrediting organization the mandated data for learners earning CECBEMS credit hours, so long as the necessary information is provided by the TC. The following learner information is required in order for CECBEMS continuing education credit to be valid:

- Full name
- Home City
- State
- Zip code
- Phone number
- EMS profession
- State of license or certification
- License or certification number & expiration date
- National Registry number (if applicable) & expiration date.

Most state boards of EMS recognize and automatically honor CEUs earned by CECBEMS-approved courses, but there are exceptions, notably Florida and Pennsylvania. TCs that train prehospital providers are urged to verify continuing education requirements and procedures with their local and state agencies. Florida TCs that are already state-approved providers of EMS education may utilize the course approval numbers already granted to the Gordon Center for ASLS® by the Florida Bureau of EMS.
For Nursing Professionals

The provider-level course, Advanced Stroke Life Support® for Prehospital and Hospital Providers, ID #31134, is approved for 8.0 contact hours by the Georgia Nurses Association, an accredited approver by the American Nurses Credentialing Center’s (ANCC) Commission on Accreditation. This statement will be noted in the certificate earned by those who successfully complete the course presented and properly submitted by a registered and authorized TC.

Most state boards of nursing or other oversight bodies automatically honor contact hours awarded for ANCC-approved courses, but there are exceptions, notably Florida and California, which stipulate that contact hours approved by ANCC or another state’s board of nursing may be acceptable, and Iowa, which requires all live continuing education courses attended within the state to be offered by an approved Iowa Board of Nursing provider. TCs that train registered nurses, or other professions that honor nurses contact hours, are urged to verify continuing education requirements and acceptance with professional organizations or licensing authorities. Similarly, nurses should check with their specialty certification boards regarding applying contact hours for ASLS® toward specialty certification.

 Approval by the Georgia Nurses Association for 8.0 contact hours was granted to the Gordon Center, as the provider for all for ASLS® for Prehospital and Hospital Providers classes for which a course completion certificate and wallet card combination is issued. TCs, acting as co-providers, must subscribe to the requirements laid out in these guidelines, including those in keeping with the criteria for educational activities of the Georgia Nurses Association. These encompass, but are not limited to:

- Advanced notice to learners of requirements for successful completion – learning goals, objectives and criteria for successful course completion in flyers, brochures, or other class announcements
- Disclosure by all presenters of any conflicts of interest and/or relevant financial relationships, and the mechanism for resolution of conflict
- Accepting no commercial support or sponsorship of classes
- Advising participants that neither the TC, the Gordon Center, the Georgia Nurses Association, nor the ANCC endorses any commercial products that might be referenced during ASLS® class discussion
- Adhering to the course objectives and teaching curriculum content as designed
- Utilizing the learner evaluation form provided by the Gordon Center or an adaptation that maintains the content.
COURSE MATERIALS

What the Instructor Needs

In order to present an ASLS® class, the instructor must have:

- Pretests, learner answer sheets, and answer key
- Course slides
- Posters for practical skills stations
- *Who Wants to be a Strokologist?* interactive review game
- Posttests, learner answer sheets, regular and annotated answer keys
- Post course learner evaluation forms.

These teaching materials make up the curriculum package and are the property of the TC, which furnishes them to instructors for the purpose of the class. Updated or additional CDs, extra or replacement posters, and digital tests, keys, and forms are available only to registered TCs.

What the Learners Need

Participants in ASLS® classes must have the use of the appropriate provider manual for the duration of the training. TCs are permitted to reuse a classroom set of provider manuals, as long as they are the current edition and learners are provided their own laminated pocket guide to keep. Together, the provider manual and laminated pocket guide constitute a provider learner package. Provider learner packages are priced with discounted rates based upon the quantity ordered. Pocket guides are also available separately in sets of 50.

Placing Orders

Who

TCs that train other than their own students or employees may facilitate the direct purchase of provider packages (only) by those learners’ schools, institutions or agencies. This requires notifying the GCRME in writing to provide authorization, including the planned class date, location, and name and contact information for the organization and the individual who will be the liaison. TCs are ultimately responsible for payment if the vouched-for organization defaults.

TCs that utilize a class set of manuals are urged to purchase and have on hand a number of provider manuals for purchase by individual learners interested in owning a copy. Such transactions are to be limited to those who have taken part in an ASLS® course.

How

Orders for course materials should be in writing and may be transmitted by e-mail or fax, as well as postal service or delivery service. Purchase orders are acceptable. All orders should include:

- Description of each item, including reference to version (prehospital only or with the hospital component)
• Quantity
• Delivery address, and to whose attention, if applicable
• Contact information of person placing the order
• Billing address, and to whose attention, if applicable.

Written price quotes or advance invoices for specific orders, including shipping charges, can be provided upon request.

When

It is recommended that TCs place orders for course materials at least three weeks prior to the class date and check well in advance that the order is accurate, complete, and free of damage. CDs should be tested promptly upon receipt, on the computer to be used for the class, to ensure full functionality and eliminate as much as possible the occurrence of technical difficulties on class day.

In exceptional cases and pending availability, orders may be shipped on a rush basis, with additional charges assessed.

Return Policy

Dysfunctional or damaged goods

Products that arrive damaged are exchangeable at no additional charge. Claims for damaged shipments must be submitted in writing to the Gordon Center within three (3) business days of receipt. The request should describe in detail what is damaged and how extensively, including itemizing the quantity affected. The Gordon Center will determine if the damaged items are to be returned and, if so, provide instructions for shipping at its expense.

Errors or omissions

Orders that are missing items or contain the wrong version will be corrected at no charge. The Gordon Center must be notified in writing of any shortages or errors within three (3) business days of receipt. The request must specify the item and quantity in question. The Gordon Center will advise the purchaser if unordered items are to be returned and, if so, provide instructions for shipping at its expense. Returned items should be returned in the same condition as when they were received.

Other returns

With prior authorization, the Gordon Center will accept product returns for a full credit toward future orders on the purchaser’s account, less shipping charges, as long as:

• Returns are received by the GCRME within 30 days after delivery
• Items arrive in the same condition as when purchased
• The purchaser pays the cost of the return shipment.
PROCESSING CLASS DATA

Secured Online Access

Each TC is allowed up to three people with credentials for logging on to a secured website for inputting and retrieving its ASLS® learner and class data. The TC Coordinator is responsible for assigning the individuals, transmitting their information to the Gordon Center, and notifying the GCRME of any requested changes in permissions.

TCs that have registered related organizations (such as affiliated hospitals, alternate campuses, or supporting agencies) as satellite training sites teaching ASLS® classes under their auspices may petition the GCRME for additional users to be granted log-on credentials. Such determinations will be made on a case-by-case basis. The level of access – whether restricted to just the satellite training site or allowed all TC data – is up to the TC Coordinator.

Entering Data

Upon logging on to the TC data entry site, users will be able to:

- Create classes
- Create and register learners
- Assign instructors to the agenda
- Enter pre- and posttest scores
- Print a course completion certificate and wallet card for learners scoring at least 70% on the posttest
- Enter a composite summary of learner course evaluations.

The system allows users to create class and learner records in advance, so that on class day, they can confirm attendees are there, enroll the class, enter test scores, submit the data, and print a combined course completion certificate and wallet card for each learner.

Create classes

- Click to open Class Search Form
- Click on Add button at the bottom of the form
- Select course (P for prehospital or H for prehospital with hospital component)
  - Only able to select a course the TC is authorized to present
  - For classes with breakout sessions to teach both prehospital and hospital providers, enter as two separate classes
- Set date
- Enter qualifier, if needed, to distinguish between two TC classes of the same course taking place on the same day (day and night classes, for example)
- Name the Course Coordinator (from dropdown menu from the Instructor Registry)
- Enter location state
- On- or off-site
  - On-site button checked – if the class is at your training center location
GUIDELINES FOR USE

- On-site button unchecked for off-site classes, then enter:
  - Site name
  - Site street address
  - Site city
  - Site zip code
- Set class cap (maximum number of learners)
- Establish as an open or closed class
  - Private box checked – TC participants only
  - Private box unchecked – open to other healthcare providers
    - Enter in open notes box information you would want posted to prospective registrants:
      - Who may attend?
      - Any course fee?
      - Registration instructions
      - Contact name and information
    - Check for spelling or other errors as information will be posted on the Internet as entered

Create learner records
- Enter in an electronic form learner data:
  - Last 4 digits of social security number
  - Date of birth
  - Prefix (Dr., Ms., Mr., Chief, Capt., etc.)
  - Last name
  - First name
  - Middle name or initial (if applicable)
  - Suffix (Jr., Sr., III, IV, etc.)
  - Employer (or school, if a student)
  - Profession
  - Professional license or certificate
    - State
    - Number
    - Year of initial issue
    - Expiration date
  - Email address
  - Home city
  - Home state
- Click submit button
- Open a new learner data form and repeat for each successive participant

Confirm and enroll
- Click the check box by each learner that attended class
- Click enroll
Enter test scores
- Click on grades button
- Enter pretest and posttest scores for each learner
- Upon submission, a final grade will automatically be entered for each learner with a posttest score
  - C for Complete – for posttest scores of 70% or higher
  - I for Incomplete* – for no posttest score or a result below 70%
  *The learner is required to retake the posttest and, if able to score 70% or higher then, will have recorded a grade of C for Complete for that class date. Failure to achieve 70% on the retest requires retaking the course, so grade will remain I.

Assign instructors to the agenda
- Must be submitted in order to print learner certificates
- Open agenda form
  - Select from drop-down menu of approved instructors from the Instructor Registry
    - May shorten list through filtering by:
      - TC – only instructors aligned with the selected TC
      - By state
  - Type first few letters of last name to narrow the list and select
  - Click submit button
- Assign instructor(s) for each item in the agenda from dropdown menu of the selected instructors
- Click to save

Finalize submission
- Click on Class Roster Report
- Use report to check that all names are entered and spelled correctly
- If errors are spotted, close report and click on selected learner record to correct typos
- If a learner is missing, click on Class Maintenance
  - Select the course
  - Select the class date
  - Double-click on the class to open
  - Click on the “add” button
  - Follow usual steps to create a new learner record
  - Select learner name from list to enter grades

Enter Learner Evaluation Composite Summary
The results of the learners’ course evaluations must be submitted to the GCRME within 10 days following the class, but to allow for the time required to tally the results, the report may be entered subsequent to the printing of course completion certificates and wallet cards.
- Complete manual or machine tally of individual learner responses for each rating
- After logging in, enter class information
  - Course (P for prehospital or H for prehospital with hospital module)
  - End date
Click to open Composite Summary Report form

Refer to completed tally sheet and beside each item rated, enter the total number of learner responses for the respective ratings, i.e., how many gave a rating of 1 for strongly disagree, 2, 3, 4, or 5 for strongly agree.

After all totals are entered, compare once again to the tally sheet to check for errors, correcting as needed.

An open text box is provided to enter a summary description of learner comments, as well as specific comments that are deemed distinctive enough to detail.

Printing Course Completion Certificates and Wallet Cards

Once class data are submitted, the user will be able to run a report formatted as a PDF file that will have a page for each learner who met or surpassed the required 70% posttest score. Each page consists of a 7” x 5” certificate of completion and a fold-over wallet card, with printed guide lines that can be followed with a scissor or paper cutter to detach. TCs are to print the report on white cardstock paper (65 lb. weight or more). The documents are formatted for use with a color printer, which is preferred, but TCs are permitted to print in black-and-white.

Information on both documents:

- Learner name
- Unique identifying number
- Name of course (and version)
- TC name
- TC address
- Course director name
- Class (end) date

On the certificate only: continuing education information

- For hospital course – 8 contact hours, ANCC accredited
- For prehospital course – 8 CEUs, CECBEMS

On the wallet card only:

- Renewal date (end of month in two years)
- Place for learner signature

The unique number on each certificate and wallet card, generated by the GCRME database, links the learner, TC, and class and provides the means for verifying the authenticity of the documents. This built-in security measure, along with the ease of printing on readily available cardstock, means that TCs are free to reprint as needed. The TC user can save the PDF for later reference or simply re-enter the system and run the report again. This affords easy resolution of paper jams or printer errors, correction of spelling or typographical errors, and fulfillment of requests for duplicate or replacement documentation.
Customer support

Should there be technical issues or unusual circumstances that preclude a TC from entering data and/or producing course completion documentation, one of the registered users from the TC is advised to contact the Gordon Center for assistance. Hours of operation at the GCRME are:

Monday through Friday, 7:30 a.m. until 5:00 p.m.

If the issue cannot be promptly resolved, GCRME staff will work with TCs in an effort to find alternate means until the problem can be more fully addressed and corrected.
COSTS

Curriculum Package

Training centers must have legitimate ownership of a curriculum package, either through direct purchase from the Gordon Center or from a grantor, such as a state department of health, stroke or educational consortium, or parent hospital. The curriculum package provides the instructor toolkit and the licensing to teach the ASLS® curriculum and register as a TC. The cost of the initial curriculum packages can be found in the price list in Appendix D, or online at www.gcrme.medmi.edu and www.asls.net.

Course Materials

The charges for course materials are itemized in the price list in Appendix D. Shipping is additional. Course material costs are usually invoiced upon shipment and conveyed via e-mail. Invoices can be provided in advance of order fulfillment upon request.

Course Completion Certificates and Wallet Cards

There is a charge of $15 per learner completion. TCs are invoiced on a monthly basis, payable to the Gordon Center within 30 days. Payment should be sent to:

Eva Blanco
Gordon Center for Research in Medical Education
P.O. Box 016960 (D-41)
Miami, FL 33101.

TCs should advise the GCRME if internal coding, such as a purchase order number, must be included on the billing statement. Invoices are disseminated as PDF attachments via e-mail addressed to the TC Coordinator, unless requested otherwise.
CODES OF CONDUCT

Non-Discrimination Policies

The University of Miami is committed to upholding the highest ethical and legal standards, in accordance with all federal, state, and local laws and regulations, and to promote a cooperative work and learning environment in which mutual respect exists for all students and faculty members.

It is the policy of the Gordon Center that all participants in activities of its Training Centers and TC Satellite Sites be able to enjoy an educational environment free of all forms of discrimination. No person shall, on the grounds of race, color, sex, age, disability, veteran status, religion, national origin or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment at any educational program or activity that has an affiliation with the University of Miami Gordon Center.

Sexual harassment is inconsistent with this objective and contrary to the University of Miami’s policy. Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964 and includes, but is not limited to, physical or verbal abuse of a sexual nature including graphic commentaries about an individual’s body, sexually degrading remarks used to describe an individual, or unwelcome propositions and physical advances of a sexual nature. Sexual harassment also includes the threat or insinuation that sexual submission or the lack thereof will be used as a basis for educational decisions affecting or interfering with an individual’s salary, academic standing, or other conditions of employment, educational, or career development.

The Americans with Disabilities Act of 1990 (ADA) is a federal anti-discrimination statute which provides civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local government services and telecommunications. The ADA and the Rehabilitation Act define an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more of an individual’s major life activities; a history of such impairment; or being regarded as having such impairment. In keeping with the ADA, Training Centers commit to making a good faith effort to reasonably accommodate qualified individuals with disabilities at GCRME-related educational activities.

Conflicts of Interest

Conflicts of interest arise in situations in which presenters might use their positions to obtain private gain for themselves or others, such as those with whom they have family, business, or other ties. Conflicts of interest occur in situations in which a financial or other relationship may compromise, or appear to compromise, a presenter’s professional objectivity in conveying educational information.

All planners and presenters must disclose the presence or absence of any potentially biasing relationship of a financial, professional, or personal nature by completing a conflict of interest form (a sample is appended to these guidelines). All potential conflicts of interest shall be resolved prior to the planning, implementation, or evaluation of the educational activity.
A commercial interest is defined by the American Nurses Credentialing Center as “any entity either producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients, or an entity that is owned or controlled by an entity that produces, markets, re-sells, or distributes health care goods or services consumed by, or used on, patients. Exceptions are made for non-profit or government organizations and non-health care related companies. Commercial support is financial, or in-kind, contributions given by a commercial interest, which is used to pay all or part of the costs of a CNE [continuing nurses’ education] activity. A sponsor is identified as an organization that does not meet the definition of commercial interest. Sponsorship is financial, or in-kind, contributions given by an entity that is not a commercial interest, which is used to pay all or part of the costs of a CNE activity.”

Commercial support for educational activities is not prohibited but must be fully disclosed and commercial promotion kept separate from education. Commercial support, exhibits, or the presentation of research conducted by a commercial company shall not influence the design and scientific objectivity of any educational activity. Commercially-supplied funds for an educational activity that are given in the form of an educational grant or in-kind assistance shall be acknowledged in the brochures and/or printed material for commercial support guidelines. All providers must adhere to Standards of Disclosure and Commercial Support appended to these guidelines.

Privacy and Confidentiality

Personal information from instructors, registrants, learners, and training center administrative staff is requested by the Gordon Center for the purpose of issuing continuing education credit and keeping accurate digital records of classes, learners, grades, course completions, instructor qualifications, and teaching assignments, to both satisfy requirements imposed by credentialing agencies and to exercise quality control over the use of the GCRME’s curricula and products. Unique identifiers, such as the last four digits of Social Security numbers, are collected as a means of verifying identity and protecting unauthorized access to information in our record system. Such personal information is obtained and transmitted securely and maintained by the GCRME with strict confidentiality to protect the privacy of individual registrants, learners, instructors, and administrative staff.

Training Centers are expected to respect the privacy and safeguard the confidentiality of all personal data collected and maintained relative to participation in GCRME-related activities, including pre- and post-course testing, skills competencies, remediation, and evaluations.

The GCRME will not disclose personally identifiable information from the education records of a learner without the prior written consent of the learner except:

1. To the TC Coordinator, administrators, or ASLS® instructors affiliated with the TC that collected and submitted the information arising from the learner’s participation in TC-sponsored ASLS® activities;
2. To the learner’s employer if participation in ASLS® training took place on duty or was in any other way underwritten by the employer;

3. To accrediting organizations in order to carry out their functions;

4. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests and improving instruction PROVIDED that such studies do not disclose the personal identification of students by individuals other than representatives of the organization, and that the information will be destroyed when no longer needed for the purpose of the study;

5. To state and local authorities to whom information is required to be reported pursuant to any state statute;

6. To authorized representatives listed below, PROVIDED that such access is necessary in connection with the audit and evaluation of federally supported educational programs or in connection with the enforcement of or compliance with federal legal requirements which relate to these programs, or when such information is specifically authorized by federal law:
   a. The Comptroller General of the United States;
   b. The Secretary;
   c. The U.S. Commissioner of Education, the Director of the National Institute of Education, or the Assistant Secretary;
   d. Secretary of Education;
   e. State educational authorities;
   f. Authorized representative of the Attorney General for law enforcement purposes;

7. To comply with a judicial order or subpoena, PROVIDED that the GCRME makes a reasonable effort, if allowed by law, to notify the student of the order or subpoena in advance of compliance therewith.

ASLS® learners may inspect and review their course and individual records maintained by the GCRME upon request.

The University of Miami has in place, and the Gordon Center adheres to, information security policies to ensure the confidentiality, integrity, and availability of information resources and data. University-wide Policy Number A155 is available for view from the University’s website at https://umshare.miami.edu/team/it/Docs/Public_Files/IT_Policies_Procedures/A155_InformationSecurityPolicy.pdf.

Dispute Resolution

At a minimum, the following standard procedure should be followed to resolve any conflict that may arise between a learner and an instructor, or between two instructors, regarding what is taught in a
course utilizing a Gordon Center curriculum or relevant to policies and procedures governing the teaching of the curriculum:

1. The instructor(s) research information in the relevant provider manual, instructor manual, or GCRME Guidelines;

2. If the dispute is not satisfactorily resolved from researching the above-described resources, then the instructor(s) should consult the Course Coordinator on site;

3. If the Course Coordinator cannot satisfactorily resolve the dispute, then complaints about the contested issues should be submitted to the TC Coordinator in writing by:
   a. A student who attended the course in which the problem arose; and/or
   b. An Instructor or Course Coordinator with information about the problem.

4. If the TC Coordinator is unable to satisfactorily resolve the dispute within 14 days of being made aware of the problem, the TC must submit a description of the dispute in writing to the Gordon Center, including:
   a. The name and address of the person making the complaint;
   b. The name and address of the person and/or organization against which the complaint is made;
   c. A detailed written description of the dispute, complaint, or problem, with reference to the appropriate rule, standard, and/or guidelines related to the matter;
   d. A description of the attempts of the TC to resolve the matter.
   e. Copies of all related correspondence, records, and other documentation.

5. The Gordon Center reserves the right to investigate all complaints brought to its attention and to exercise disciplinary measures deemed appropriate. The GCRME will respond in writing to the TC with its ruling on the dispute, within 15 business days of receipt of a written report of the dispute and all requested documentation.

Professionalism

TC Coordinator, administrators, support staff, and instructors are expected to conduct themselves in a professional manner, respectful of and sensitive and responsive to the individual needs of learners, faculty, staff, and colleagues. To ensure educational quality and a positive learning experience, the TC Coordinator and instructors should:

- Be prepared
- Demonstrate competence
- Dress in appropriate attire
- Convey a positive, helpful attitude
- Perform duties courteously and promptly
- Act honestly and fairly, and not make statements that are false, misleading, or deceptive
- Acknowledge problems and complaints and attempt to resolve them immediately
- Assume responsibility for maintaining a clean, safe, attractive work environment.
Copyright

The Advanced Stroke Life Support® (ASLS®) curriculum is a hands-on course for healthcare professionals developed at the Michael S. Gordon Center for Research in Medical Education of the University of Miami, Miller School of Medicine. The curriculum and all teaching tools associated with it are unique and only available from the University of Miami Gordon Center for Research in Medical Education. Only those authorized by the GCRME may conduct training of students and/or personnel utilizing the ASLS® curriculum and/or its instructional tools.

Training Centers agree not to edit or reproduce, in whole or in part, ASLS® teaching materials, without prior written authorization from the GCRME, and to prohibit Instructors and Satellite Training Sites from doing so. TCs also agree to safeguard their ASLS® Materials from improper, unsanctioned and/or unauthorized use or duplication by others and promptly report any known misuse to the GCRME.

TCs may purchase from the GCRME ASLS® materials for use in their Courses or for the Courses of their Satellite Sites, and they may sell relevant ASLS manuals to learners and/or instructors. Pre- and posttests may be reproduced only for administration during a course and shall be collected, accounted for, and kept in a secure location.

TCs may reproduce the MEND exams for use in the provision of Courses and, if applicable, for application in a clinical setting by its personnel, including incorporating the checklist(s) into its electronic patient recordkeeping system. The TC must maintain the GCRME identification and copyright information and, except to add its name and/or logo, may not edit the files without express authorization.

Trademark

The ASLS® logo is a trademarked symbol, the use of which the Gordon Center authorizes:

1. By training organizations that have executed a TC Agreement with the GCRME, or by Satellite Sites that have been authorized to use the logo by their TC, only so long as that agreement is in effect;

2. For use in promoting electronically and/or in print an authorized ASLS® course, or the sale of corollary ASLS® course materials, in flyers, brochures, announcements, schedules, posters, advertisements, in mass media, and via the Internet;

3. As is, without any alteration or modification and not in a way to be construed as part of the TCs own name or logo.

The ASLS® logo may not be used by TCs on letterhead, business cards, building signage, course materials not produced by the GCRME, or specialty items (cups, t-shirts, pens, etc.), without express authorization in writing by the Gordon Center.
# APPENDICES

## Appendix A – ASLS® Course Materials Price List

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<th>ADVANCED STROKE LIFE SUPPORT®</th>
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<td><strong>COURSE</strong></td>
<td><strong>ASLS-Prehospital Stroke Prehospital</strong></td>
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<tr>
<td>PROVIDER REGISTRATION - at the Gordon Center</td>
<td></td>
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<tr>
<td>• Course Fee + Provider Package</td>
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<td></td>
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<tr>
<td>INSTRUCTOR REGISTRATION - at the Gordon Center</td>
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<tr>
<td>• Course Fee + Instructor Manual</td>
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<tr>
<td>Prior completion of provider course required</td>
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<td></td>
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<tr>
<td>PROVIDER &amp; INSTRUCTOR COMBO REGISTRATION</td>
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<tr>
<td>• Course Fee + Provider Package + Instructor Manual</td>
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<tr>
<td>Discounted fee for registering for both courses at the same time</td>
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<tr>
<td>INSTRUCTOR CURRICULUM PACKAGE</td>
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<tr>
<td></td>
<td>$3,000</td>
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<tr>
<td>• ASLS CD-ROM set</td>
<td>CD 1: Course lectures</td>
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<tr>
<td>CD 2: Learning game</td>
<td>CD 2: Learning game</td>
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<tr>
<td>CD 3: Pre- &amp; posttests, MEND checklist</td>
<td>CD 3: Pre- &amp; posttests, MEND checklist</td>
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<tr>
<td>• ASLS-P instructional posters x 4</td>
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<td>PROVIDER PACKAGE(S) – for learners you train</td>
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<td>50 – 99</td>
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<td>COURSE COMPLETION CARD &amp; CERTIFICATE</td>
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<td>Prehospital packet guide x 50</td>
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<td>OPTIONAL ADDITIONAL INSTRUCTIONAL MATERIALS</td>
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<tr>
<td>Prehospital poster x 5</td>
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