

**ISHLT Standards for  
Master Classes (MC)  
Approved 12.12.16  
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**PREAMBLE**

It is in the interests of ISHLT to provide educational activities with the highest possible standards in education and post-graduate development. The purpose of the below standards is to:

- ensure optimal quality in educational activity preparation and class delivery by faculty
- ensure the desirable attributes of a learning environment specifically for the Master Classes
- ensure that learning objectives are met for each Master Class
- demonstrate commitment to the highest educational standards for content delivery and professional development

**PURPOSE AND TARGET AUDIENCE**

- Master Classes constitute the “300-level” educational content provided by the Society.
- The primary aim of the Master Classes is to provide engaging, high-level examination and discussion of recent advances and controversies of selected topics in a clinical field. The goal is not necessarily to resolve a problem but to achieve a higher level of understanding of the issues to be considered and managed in relation to that problem.
- Master Classes do not provide core competency or foundational knowledge of a given field, nor are they a forum for research presentations. Separate educational activities exist for such needs.

**OVERSIGHT OF MASTER CLASSES**

- Master Classes take place within the footprint of the ISHLT Annual Meeting and Scientific Sessions. Therefore, oversight of development and implementation of the Master Classes is the responsibility of the Annual Meeting Executive Program Committee in association with ISHLT Staff.
- Expertise for content development and delivery of the Master Classes will be drawn from membership of the sponsoring ISHLT Scientific Councils.
- Separate registration and educational accreditation are provided for the Master Classes.

**SCHEDULING AND APPLICATION TO CONDUCT A MASTER CLASS**

- A rotation schedule has been established for the various Master Class topics and specialty focuses.
- An application to conduct a Master Class must be completed and submitted by the Education Workforce Leader or Chair of the sponsoring ISHLT Scientific Council.
- The deadline for applications is January 15 (15 months prior to the Annual Meeting when the MC will take place).

- ISHLT Staff will review the MC Application and make a recommendation to the Annual Meeting Executive Program Committee regarding its acceptance and scheduling. Final approval of the Application and the proposed Class Chairs will be made by the Annual Meeting Executive Program Committee no later than February 15.

## **COURSE STRUCTURE**

- MC will be conducted the day prior to the ISHLT Annual Meeting and Scientific Sessions as live, face-to-face activities.
- A morning MC will begin at 8:00 am and conclude at 1:00 pm. An afternoon MC will begin at 2:00 pm and conclude at 7:00 pm.
- Each Master Class will consist of the following:
  - Introductory remarks (5 minutes)
  - Four sessions, each 60 minutes long, each consisting of:
    - A 5-10 minute opening summary by the Moderator of the state of the science of the session topic and the most pressing challenges relevant to the session topic, setting the stage for the 2 cases that will follow
    - Presentation and discussion of two cases, each 30 minutes long
  - One 30-minute networking/coffee break will be provided after the first two sessions. This is considered a beneficial part of the MC and is required.
  - Closing remarks (5 minutes)
- An Audience Response System (ARS) will be utilized to maximize audience participation and interactivity in the case discussions.
- Hand held microphones will be circulated to facilitate participant engagement with the presenter and other participants.
- Each MC will be held in a room set in crescent rounds to facilitate audience interaction.
- MC will be arranged for a maximum of 75 attendees per room to facilitate audience interaction.
- To accommodate demand, a given MC course may be offered in both the morning and the afternoon.

## **PROGRAM PLANNING COMMITTEE (PPC)**

- **Program Chairs**
  - Each Master Class shall have a Program Chair and a Co-Chair. These will be nominated by the Officers of the Scientific Council, in consultation with the Council Education Workforce Leader and approved by the Annual Meeting Executive Program Committee.
  - The Program Chair and Co-Chair must be members of ISHLT at the time of appointment, throughout the planning process, and at the time of the meeting.
  - The Chair, Vice-Chair, Past-Chair, and Board liaison of the Scientific Council may not serve as Program Chair or Co-Chair.
  - The Program Chair and Co-Chair will receive complimentary registration to the Master Class and the Annual Meeting at which it is held.
  - The Program Chairs and Co-Chairs must agree to grant permission for their participation to be recorded in digital formats of ISHLT's choosing for distribution and/or sale by ISHLT.

- **Program Chair and Co-Chair Planning Responsibilities**
  - Select Moderators in accordance with the below standards
  - Work with the Moderators to develop the sessions, cases, and teaching/discussion points in accordance the below standards
  - Work the Moderators to select additional Case Discussants as needed
  - Work with the Moderators to review and edit all slide content and ARS questions to ensure they achieve the established goals for interaction, minimize didactic content and frontal teaching styles, and adhere to the below standards for presentations
  - Work with the Moderators to create a master list of references and required pre-reading for participants no later than 30 days prior to the start of the class
  - Adhere to the timetable provided by staff
  
- **Program Chair and Co-Chair Qualifications**
  - A demonstrated high level of effectiveness as a Chair, Co-Chair, or Moderator of a prior Master Class is highly desired.
  - Prior experience in facilitating and developing educational content in an institutional or societal setting.
  - Recognized professional expertise in the topic area of the class and at least 8 years in a faculty position; exceptions may be made in rare instances if warranted.
  - Demonstrated skill at facilitating discussion and actively engaging participants in peer to peer learning
  - An understanding of the principles of CME and CE
  - Adequate time to devote to the task
  - Commitment to respond rapidly to staff, Moderators, Case Discussants, and the Annual Meeting Executive Program Committee
  - Ability and willingness to meet established deadlines
  - Understanding of and commitment to adhere to ISHLT policies, procedures, and standards
  
- **Moderators**
  - There shall be four Moderators, one for each session of the Master Class.
  - The Moderators shall be selected by the Program Chair and Co-Chair.
  - To the extent possible, the Moderators should represent the geographic and gender diversity of the Society. If this cannot be achieved, a written explanation must be provided by the Program Chair to Annual Meeting Executive Program Committee.
  - Moderators must be members of ISHLT at the time of selection, throughout the planning process, and at the time of the meeting.
  - Moderators will receive complimentary registration to the Master Class and the Annual Meeting at which it is held.
  - All Moderators must agree to grant permission for their presentation to be recorded in digital formats of ISHLT's choosing for distribution and/or sale by ISHLT

- **Moderator Planning Responsibilities**
  - Work with the Program Chair and Co-Chair to develop the sessions, case topics, and teaching/discussion points in accordance the below standards
  - Working with the Program Chair and Co-Chair to select qualified Case Discussants, if needed
  - Moderate the assigned session in accordance with the below standards
  - Serve as the Case Discussant for one or both of the case presentations in their session
  - Work with the assigned Case Discussant, if any, to ensure that the case content meets the identified teaching/discussion points
  - Work with the assigned Case Discussant, if any, to ensure that they develop questions designed to involve the participants in active learning and leverage the audience response systems (ARS) to this purpose
  - Work with the Program Chair and Co-Chair to review and edit all slide content and ARS questions to ensure they achieve the established goals for interaction, minimize didactic content and frontal teaching styles, and adhere to the below standards for presentations
  - Develop a 5 minute opening summary of the state of the science of the session topic and the most pressing challenges relevant to the session topic, setting the stage for the 2 cases that will follow
  - Facilitate the engagement of the participants in active learning
  
- **Moderator Qualifications**
  - A demonstrated high level of effectiveness as a Moderator or Case Discussant of a prior Master Class is highly desired.
  - Prior experience in facilitating and developing educational content in an institutional or societal setting
  - Recognized professional expertise in the topic area of the class and at least 8 years in a faculty position; exceptions may be made in rare instances if warranted.
  - Skill at facilitating discussion and active learning
  - An understanding of the principles of CME and CE
  - Adequate time to devote to the task
  - Commitment to respond rapidly to Chair, Case Discussant, and staff communications
  - Demonstrated ability and willingness to meet established deadlines
  - Understanding of and commitment to adhere to ISHLT policies, procedures, and standards
  
- **Additional Case Discussants (if any)**
  - Up to one additional Case Discussant per session may be selected by the Chair, Co-Chair, and Moderators, if desired.
  - To the extent possible, the additional Case Discussants should represent the geographic and gender diversity of the Society. If this cannot be achieved, a written explanation must be provided to the Annual Meeting Executive Program Committee by the Chair.

- Case Discussants must be members of ISHLT at the time of selection, throughout the planning process, and at the time of the meeting
  - Case Discussants will receive complimentary registration to the Master Class and the Annual Meeting at which it is held.
  - All Case Discussants must agree to grant permission for their presentation to be recorded in digital formats of ISHLT's choosing for distribution and/or sale by ISHLT
- **Case Discussant Planning Responsibilities**
    - Work with assigned Moderator to develop appropriate case content and ensure it meets the identified teaching/discussion points.
    - Work with the assigned Moderator to ensure that the ARS questions are designed to involve the participants in active learning and leverage the audience response systems (ARS) to this purpose
    - Facilitate the engagement of the participants in active learning
- **Case Discussant Qualifications**
    - A demonstrated high level of effectiveness as a Case Discussant of a prior Master Class is highly desired.
    - Recognized professional expertise in the topic area of the class and at least 8 years in a faculty position; exceptions may be made in rare instances if warranted.
    - Skill at facilitating discussion and active learning
    - Adequate time to devote to the task
    - Commitment to respond rapidly to Chair, Co-Chair, Moderator, and staff communications
    - Demonstrated ability and willingness to meet established deadlines
    - Understanding of and commitment to adhere to ISHLT policies, procedures, and standards

## **COURSE DEVELOPMENT PROCESS**

- **Course Content**
  - Staff will provide a template for the development of class content.
  - Staff will coordinate regular conference calls to facilitate the development of class content in accordance with the timetable. A representative from the Annual Meeting Executive Program Committee may participate in these calls.
  - A total of 8 cases, grouped by topic into 4 sessions must be developed.
  - These cases and sessions must be developed by the Program Chair, Co-Chair, and Moderators to address the target audience identified in the approved Application for a Master Class.
  - These cases and sessions must be developed to address the practice gaps identified in the approved Application for a Master Class.
  - 4-6 teaching discussion points must be developed for each case by the Program Chair and Co-Chair and Moderators. These must relate practice gaps.

- **Learning Objectives**
  - The Program Chair, Co-Chair, and Moderators must develop one learning objective per session for a total of 4.
  - The practice gaps must serve as the basis for the learning objectives.
  - The wording for Learning Objectives is as follows:
    - “After completion of this Class, participants will have improved competence and professional performance in their ability to:
      1. add learning objective here”
  - Learning Objectives should begin with verbs such as explain, discuss, recognize, identify, describe, understand (Example: Identify the challenges during the diagnosis and management of ...)
  
- **Course Summary**
  - Once the class content has been finalized, a brief, one paragraph course summary must be developed by the Chair and Co-Chairs for inclusion in the marketing materials.
  
- **Final Approval**
  - Staff will present the final and complete scientific program to the Council Officers and the Annual Meeting Executive Program Committee for review and approval.
  - The appropriate specialty content liaison from the Annual Meeting Scientific Program Committee will participate in the content review process.
  - Modifications may be made to the program by the Annual Meeting Executive Program Committee meeting in order to avoid content overlap and speaker conflicts with the Annual Meeting Scientific Program, Core Competency Courses, and other Master Classes.

#### **ON-SITE RESPONSIBILITIES OF PROGRAM CHAIRS, MODERATORS, AND CASE DISCUSSANTS**

- **Program Chair and Co-Chair**
  - Serve as joint chairs for the live Class
  - Introduce themselves and the Moderators/Case Discussants to the Class participants
  - Introduce the learning format for the meeting, emphasizing expectations for participant engagement and contribution to the learning experience of all participants
  - Present introductory remarks
  - Present closing remarks
  - Observe the sessions to ensuring that a fair and balanced approach towards content, contributions, and interactions is maintained
  - Proactively facilitate the engagement of participants, moderators, and case discussants in meaningful discussion and collegial debate of complex topics / issues
  - Ensure that convergent discussions are achieved and bringing them to conclusion with a review of how the teaching/discussion points have been met

- Fill in for any Moderators or Case Discussants who are unable to attend at the last minute
- Ensure the session run on time
- **Moderators**
  - Present a 5 minute opening summary of the state of the science of the session topic and the most pressing challenges relevant to the session topic, setting the stage for the 2 cases that will follow
  - Moderating their assigned session
  - Working with the Case Discussants to facilitate meaningful discussions in the session
  - Proactively facilitating the engagement of participants in meaningful discussion and collegial debate of complex topics / issues
  - Ensuring that convergent discussions are achieved and bringing them to conclusion with a review of how the teaching/discussion points have been met
  - Filling in for any Case Discussants who are unable to attend at the last minute
- **Case Discussants**
  - Proactively facilitating the engagement of participants in meaningful discussion and collegial debate of complex topics / issues
  - Ensuring that convergent discussions are achieved and bringing them to conclusion with a review of how the teaching/discussion points have been met

## **PRESENTATION STANDARDS**

- PowerPoint software is the default format for all slide presentations.
- All slides MUST be created using the standard MC slide template provided by ISHLT staff.
- Commercial logos may not appear on any slides.
- Institutional logos may appear ONLY on the title slide.
- A conflict of interest disclosure slide MUST follow the title slide.
- Materials presented must be balanced and free of bias.
- Case scenarios must be concise and provided with as few slides as possible.
- Brevity is a key feature to allow for maximum facilitated discussion time.
- Didactic lectures are not acceptable in this setting other than to introduce the basics of the case.
- ARS slides must be designed with the specific teaching/discussion points in mind.
- The results from ARS polls must be used a spring board for stimulating discussion among the participants about the differences in the responses and their implications.
- Discussions must be developed to deliver on the identified learning objectives and teaching/discussion points.
- Cases and discussions must be geared toward the level of expertise of the target audience.
- Initial drafts of presentation slides must be provided by the presenters for advance review and feedback from the Program Chair and Co-Chair.

- Final presentation slides must be approved by the Program Chair and Co-Chair no later than 2 weeks prior to the date of the Class.

#### **COI REQUIREMENTS AND CE ACCREDITATION**

- All M must conform to ACCME requirements regarding Conflict of Interest (COI).
- ISHLT staff will collect conflict of interest information from all Chairs, Co-Chairs, Moderatos, and Case Discussants.
- The Director of Continuing Professional Education will work with the Annual Meeting Executive Program Committee to review and resolve all conflicts of interest in accordance with ACCME policy. Individuals whose COI is not satisfactorily resolved may not participate in the development or delivery of course content.
- No work may begin on the planning of course content until all COI disclosures have been reviewed and resolved.
- All MC are expected to carry some form of continuing education accreditation.
- CME, ACPE, ANCC, ABTC, and other Board-approved accreditations will be applied for by staff as appropriate.

#### **POST-MEETING EVALUATION AND FEEDBACK**

- All MC participants, Chairs, Moderators, and Case Discussants will be asked to complete and submit a standard course evaluation developed by staff, with input from the Chair and Co-Chair and Annual Meeting Executive Program Committee, as needed.
- These evaluations will be conducted via an online process within 14 days of the completion of the MC.
- A summary of the evaluation results will be provided to the following
  - Course Chair, Co-Chairs, Moderators, Case Discussants
  - Council Officers and Workforce Leaders
  - Annual Meeting Executive Program Committee
  - The Chair and Co-Chair of the next iteration of the Master Class
- Any evaluations and/or comments regarding specific individuals will be provided only to the following:
  - Annual Meeting Executive Program Committee (AMEPC)
  - The specific faculty member mentioned, if deemed appropriate by the AMEPC
  - Scientific Council officers and Board liaisons, if deemed appropriate by the AMEPC