Provided By:

USF® HEALTH

Fundamental Critical Care Support (FCCS)

Center for Advanced Medical Learning and Simulation (CAMLS)
124 S. Franklin, Tampa, Florida 33602

Needs Statement and Educational Gap:

Early identification of the patient at risk for life threatening illness makes it easier to manage them appropriately and prevent further deterioration. Many clinical problems, if recognized early, can be managed with simple measures such as supplemental oxygen, respiratory therapy intervention, intravenous fluids or effective analgesia. Early identification of patients in trouble allows clinicians time to identify the main physiological problem, determine its underlying cause and begin treatment. The longer the interval between the onset of an acute illness and the appropriate intervention, the more likely it is that the patient's condition will deteriorate, even to cardiopulmonary arrest. Studies have demonstrated that physiological deterioration precedes many cardiopulmonary arrests by hours, suggesting that early intervention could prevent the need for resuscitation, admission to the ICU and other sentinel events. The purpose of this activity is to assure the clinical team has the knowledge, skills and abilities to recognize, assess, and rapidly intervene with the deteriorating patient.

FCCS, the Society of Critical Care Medicine's highly recognized national curriculum course introduces principles important in the initial care of critically ill or injured patients to physicians, nurses, and other healthcare providers who are not skilled in critical care but who must care for such a patient in anticipation of the arrival of an intensivist or the pending transfer of the patient to a more suitable facility. Along with lectures, the FCCS course features interactive, team-based case scenarios and skill stations unique to critically ill or injured patient.

Target Audience:

Non-Intensivist, Hospitalist, Emergency and Trauma Physicians, Nurses, Respiratory Therapists and Pharmacists involved in the stabilization and management the critically ill patient.

Learning Objectives and Competencies:

Upon completion of the course, the **Physician, ARNP or PA** participant should be able to:

- Prioritize assessment needs for critically ill and injured patients
- Select appropriate diagnostic tests
- Identify and respond to significant changes in unstable patients
- Recognize and initiate management of acute life threatening conditions
- Determine the need for expert consultation and/or patient transfer

Upon completion of the course, the **RN** and **Pharmacist** participant should be able to:

- Evaluate assessment needs for the critically ill or injured patient.
- Review appropriate diagnostic test results.
- Recognize and communicate significant changes in the unstable patient.
- Recognize and initiate management of acute life-threatening conditions.
- Recognize and communicate the need for expert consultation and/or patient transfer.
- Prepare for optimal transfer.

Competencies to be addressed:

- Patient Care and procedural skills
- Medical Knowledge
- Systems-based Practice
- Professionalism
- Interpersonal and Communication Skills

Course Director and Faculty

Course Director:
Luis E Llerena, MD, FACS
Associate Professor of Surgery
USF Health, Morsani College of Medicine, USF Health, Tampa, FL
Medical Director, Surgical and Interventional Training, Center for Advanced Medical Learning and Simulation (CAMLS), Tampa, FL

Faculty:
All faculty are the Society of Critical Care Management approved FCCS instructors or recognized community experts.

Agenda:

Day One

Schedule	Session	Format	Learning Objectives
7:30-8:00 AM	Registration and Breakfast		
8:00-8:15 AM	Introduction Course Director		

8:15-8:45 AM	Recognition and Assessment of Critically Ill Patient Course Director	Lecture	• Verbalize the importance of early identification of patients at risk for life-threatening illness or injury • List the early signs and symptoms of critical illness • Discuss the initial assessment and early treatment of the critically ill or injured patient
8:45-9:15 AM	Diagnosis and Management of Acute Respiratory Failure	Lecture	• Define and classify acute respiratory failure • Describe the pathophysiology and manifestations of acute respiratory failure • Discuss oxygen supplementation strategies in acute respiratory failure
9:15-9:30 AM	Break		
9:30-10:00 AM	Mechanical Ventilation I	Lecture	• Identify the guidelines for initial ventilator management that apply to specific clinical situations • Identify patients likely to benefit from resuscitation • List the steps for delegating responsibilities • Discuss treatment issues in cardiopulmonary arrest
10:00-10:30 AM	Mechanical Ventilation II	Lecture	• Describe interactions between ventilator parameters and modifications needed to avoid harmful effects of mechanical ventilation • Discuss guidelines for initial ventilator management that apply to specific clinical situations
10:30-12:00 PM	Skills Stations:	Skill Station	• See Attached for Rotation Detail (Ventilator 1 Skill Station – No CE Credit)

Time	Topic	Format	Objectives
12:00–12:30 PM	Lunch and review pretest		
12:30-2:00 PM	Skills Stations:	Skill Station	• See Attached for Rotation Detail (Ventilator 1 Skill Station – No CE Credit)
2:00-2:45 PM	Special Considerations	Lecture	• Outline the diagnosis and management of pulmonary embolism • Describe prophylactic therapy for venous thromboembolism • List management principles of GI hemorrhage • Describe prophylaxis for stress gastritis • Outline diagnosis and management of intra-abdominal hypertension vs abdominal compartment syndrome
2:45-3:15 PM	Life Threatening Infections	Lecture	• List risk factors for development of infection • Identify clinical manifestations of life threatening infections and describe the use of laboratory tests in diagnosis • Describe variables used to guide selection of antimicrobial therapy • Outline antimicrobial treatment for empiric therapy and specific infections
3:15-3:30 PM	Break		
3:30-4:00 PM	Management of Life Threatening Electrolyte and Metabolic Disturbances	Lecture	• List steps of the emergent management of severe electrolyte disturbances • List manifestations of adrenal insufficiency in the critically ill patient and initiate appropriate treatment • Describe the management of severe hyperglycemic syndromes
4:00-4:30 PM	Critical Care in Pregnancy	Lecture	• Describe physiologic alterations in pregnancy

- Discuss diagnosis and management of hypertensive disorders
- Identify manifestations and treatment of HELLP syndrome
- List priorities for managing trauma in pregnancy

4:30 PM	Adjourn

Fundamentals of Critical Care Support

Day Two

Schedule	Session		Learning Objectives
7:30-8:00 AM	Registration and Breakfast		
8:00-8:30 AM	Monitoring Oxygen Balance and Acid-Base Balance	Lecture	• Outline the determinants of oxygen balance • Identify principles and limitations of techniques for monitoring oxygen balance • Explain the use of acid-base status as a monitor in the seriously ill patient
8:30-9:00 AM	Diagnosis & Management of Shock	Lecture	• Identify the main categories of shock • Discuss goals of resuscitation in shock • Summarize principles of shock management • Describe effects of vasopressor and inotropic agents • Discuss the differential diagnosis of oliguria
9:00-9:30 AM	Basic Trauma and Burn Support	Lecture	• Prioritize and initiate assessment of the traumatized patient • Utilize radiography in identifying significant traumatic injury • Identify and respond to changes in status of the injured patient

			• Discuss the steps of early burn management

9:30-9:45 AM	Break		

9:45-10:15 AM	Neurologic Support	Lecture	• Discuss the principles of primary and secondary brain insult and the common mechanisms of neuronal injury • List general treatments that are common in brain injury • Discuss specific management principles and options for selected pathophysiologic conditions
10:15-10:45 AM	Ethics in Critical Care Medicine	Lecture	• Discuss ethical dilemmas that involve withdrawal of life support in critically ill patients • Define types of advance directives used to guide care • Discuss examples that outline the decision-making process used in medical ethics
10:45-11:35 PM	Skills Sessions:	Skill Station	• See Attached for Rotation Detail (Ventilator 2 Skill Station – No CE Credit)

11:35-12:05 PM	Lunch		

12:05-12:55 PM	Skills Sessions:	Skill Station	• See Attached for Rotation Detail (Ventilator 2 Skill Station – No CE Credit)
1:00 -2:40 PM	Post Test and Review		

2:40-3:00 PM	Wrap up and Evaluation		

Disclosures and Disclaimers

There are no prerequisites for this course. Participants must complete the FCCS pre-test prior to attending the course. For successful course completion, participants must sign-in each day, participate in all lectures and skill stations, complete the course evaluation, and score 70% or higher on the post-test.

Fees:

Registration Fee schedule: $900.00 for Physicians, $700.00 for Fellows, $600.00 for Nurses, Pharmacists, Physician Assistants and Respiratory Therapists. Registration includes course content, simulations, breakfast and lunch, the FCCS® book, and certification for those who successfully pass.

Registration Cancellation:

Cancellations must be requested in writing via fax to 813-224-7864 or e-mail to cpdsupport@health.usf.edu, and received 30 days prior to the start of the program in order to receive a refund. A $75 cancellation fee will be assessed to cover administrative costs, plus $75 for cost of textbook if previously sent. There are no refunds for no-shows or cancellations received less than 30 days prior to the course. Substitutions are not permitted.

Due to high demand for these courses, fee payment is expected at the time of registration.

USF Health Office of Continuing Professional Development reserves the right to cancel this activity due to unforeseen circumstances, in which the full registration fee will be refunded. USF Health is not responsible for travel expenses incurred by the participants in the unlikely event that this activity is cancelled.

Accommodations

Many downtown Tampa hotels are available within walking distance to The Center for Advanced Medical Learning and Simulations (CAMLS).

Partner Hotels: CAMLS has three partner hotels in the area all of which offer special "CAMLS Discounts". Please visit the Partner Hotels page at http://www.camls-us.org/booking-information/partner-hotels/ and click on the individual hotels to see which hotel best fits your needs. You may also call each hotel and ask for the CAMLS rate.

The Marriott Courtyard: Marriott Courtyard Tampa Downtown at 102 E Cass St, Tampa, Florida, 33602 is a 5 minute walk from CAMLS and has complementary morning and evening shuttle service. Follow this link to access their discounted rate. Or call the hotel at 813-229-1100 and ask for the CAMLS preferred rate.

Accreditation:

Physicians: USF Health is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

USF Health designates this live activity for a maximum of 11.0 *AMA PRA Category 1 Credits*^{TM}. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

FBM Accreditation

Physicians: USF Health is an approved provider of continuing education for physicians through FBN 50-2970. This program has been approved for 11.0 contact hours.

Nurses: USF Health is an approved provider of continuing education for nurses through FBN 50-2970. This program has been approved for 11.0 contact hours.

> *Florida Board of Nursing (FBN) certificates have reciprocity in most states. Nurses who do not have a Florida license are encouraged to contact their state board to determine if and how they can apply an FBN certificate to their state's CE requirements.*

Pharmacists: USF Health is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. This knowledge based program has been approved for 11.0 contact hours (1.10 CEUs). Universal program number is as follows**: 0230-0000-17-018-L01-P.**

Pharmacy Credit Disclosure: To receive continuing education credit, a pharmacist must attend the accredited sessions, actively participate in questions and answers, and must return the program evaluation instrument. In order to receive full credit, registrants must register no later than 10 minutes after the start of the meeting and must attend the entire meeting.

> *It is the responsibility of pharmacy participants to ensure the provider has the learner's birthdate and ePID/NABP number; it is the responsibility of the provider to submit to CPE Monitor participant information within 60 days of the activity for all participants who have provided their ePID/NABP number and birthdate.*

Physician Assistants: AAPA accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit™* from organizations accredited by ACCME. Physician Assistants who participate will receive a certificate of completion commensurate with the extent of their participation.

Advanced Practice Nurses: AANPCP accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit™* from organizations accredited by ACCME. Nurse Practitioners who participate will receive a certificate of completion commensurate with the extent of their participation.

Additional Disclaimers & Disclosures:

USF Health adheres to ACCME Standards regarding commercial support of continuing medical education. It is the policy of USF Health that the faculty and planning committee disclose real or apparent conflicts of interest relating to the topics of this educational activity, that relevant conflict(s) of interest are resolved and also that speakers will disclose any unlabeled/unapproved use of drug(s) or device(s) during their presentation. Detailed disclosure will be made in the course syllabus.

The information provided at this CME/CE activity is for continuing education purposes only and is not meant to substitute for the independent medical/clinical judgment of a healthcare provider relative to diagnostic and treatment options of a specific patient's medical condition.

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