

Faculty Roadmap



Introduction to the Curriculum

- Background
- Curriculum Learning Objectives
- Faculty Participation
- When to Implement
- Time Commitment
- Curriculum Components



Components of Curriculum

- Bugs and Drugs Primer
- Section 1: Introduction to AS
- Section 2: AS in Everyday Practice
- Section 3: Coaching and Educating on AS
- Section 4: AS Program Logistics
- Faculty Resources



Navigating the IDSA LMS

- Login Credentials
- Accessing Curriculum Courses
- Using eLearning and face to face modules



Additional Information

- Reports & Completions
- Evaluation & Survey components



Customize your Curriculum





Background:

The IDSA Core Antimicrobial Stewardship (CAS) Curriculum was developed to provide infectious diseases (ID) fellows with foundational education and training in antimicrobial stewardship (AS), regardless of ultimate career plans. The curriculum was designed for use within an existing ID fellowship training program in response to a needs assessment of ID Training Program Directors and to ensure the future ID workforce is equipped to oversee and participate in AS efforts. While the curriculum was designed for adult ID fellows, other learners (e.g. pediatric ID fellows, ID pharmacy residents, practicing ID physicians and pharmacists, medicine residents, and Advanced Practice Providers) desiring education and training in AS will benefit from curricular materials and may adapt them to their own needs. **NOTE: Learners are referred to as “stewards-in-training” throughout the curriculum.**

CAS Curriculum Learning Objectives:

Upon completion of the CAS Curriculum, stewards-in-training will be able to:

1. Explain to patients and health care providers the importance of antibiotic stewardship in the care of individual patients and the community at large
2. Model antibiotic stewardship best practices during the clinical care of patients in the inpatient and outpatient setting
3. Structure a conversation to effect change in the antibiotic prescribing patterns of other providers using techniques based in behavioral psychology
4. Describe elements of an effective antibiotic stewardship program and explain the inter-professional collaborations and leadership support necessary for its success
5. Discuss antibiotic stewardship as a potential career pathway and explain the day-to-day activities of the antibiotic steward

Faculty Participation

The curriculum is designed for use within an existing training program and will be most effective when combined with direct involvement from faculty at the home institution so that stewards-in-training can benefit from faculty expertise and feedback, capitalize on mentoring relationships, and apply AS concepts to real-world clinical scenarios.

There should be a faculty champion for the entire AS curriculum who is familiar with AS concepts and the existing training program educational structure, and is also an identified resource for stewards-in-training. This faculty champion could be the ID training program director, the AS medical director, or another faculty member. He or she should become familiar with the various components of the IDSA CAS Curriculum and should oversee its implementation in the existing training program.

A faculty lead should be identified for each section of the curriculum. The faculty lead can deliver CAS curriculum content, facilitate small group discussions, follow-up on progress through the curriculum, answer questions that may arise from the CAS curriculum, recommend additional learning opportunities for stewards-in-training who desire enrichment and further education, and/or perform assessments of competence in AS.

NOTE: Even if stewards-in-training are instructed to complete a portion of the curriculum solely via eLearning modules, a faculty lead should be specifically identified and available as a resource.

In order to reinforce CAS curriculum concepts, all faculty in a given division or department at a participating institution should be briefed on the CAS curriculum and provided with a copy of the AS Clinical Teaching Tool. The AS Clinical Teaching Tool provides an important mechanism to reinforce AS concepts into clinical practice and integrate AS into routine patient care. The tool can be used by any faculty member, including those who do not have specific expertise in AS. Programs may also choose to have faculty evaluate stewards-in-training in their AS communication skills in the clinical setting using the NARROWS scoring rubric (Section 3).

When to implement:

While training programs vary considerably with regard to educational and clinical activities, strong consideration should be given to implementing the CAS curriculum during the first year of training. This will allow stewards-in-training who wish to pursue a career in AS to use future training years to further develop and refine their skills in AS.

Time Commitment:

The amount of time that each steward-in-training will need to complete each section will vary, but approximately 4 hours for the Bugs and Drugs primer, 1 - 2.5 hours should be allocated for section 1, 90 min - 3 hours for section 2, 1-2.5 hours for section 3, and 3 hours for section 4. Optional enrichment exercises such as the Clinical teaching tool and evaluation tools can be readily incorporated into the clinical setting in 5-10 minute increments. Additional time may be necessary for stewards-in-training to read background information and resources if they are unfamiliar with certain concepts or if they would like to explore a given topic in more depth. The evaluation components of this curriculum will also involve limited additional time for both the steward-in-training and faculty. Faculty preparation time will vary based on the familiarity with certain concepts, but is estimated to be 30 minutes to an hour per section.

Curriculum Components:

Six Main Sections:

The CAS Curriculum is comprised of six main sections:

- An Introduction to the Antimicrobial Stewardship Curriculum for Faculty
- Bugs (Microbiology) and Drugs (Pharmacology) primer
- Section 1: An Introduction to AS
- Section 2: AS in Everyday Practice
- Section 3: Educating and Coaching on AS
- Section 4: AS Program Logistics

An An Introduction to the Antimicrobial Stewardship Curriculum for Faculty should be completed first, followed by the **Bugs (Microbiology) and Drugs (Pharmacology) primer**, followed up with **Section 1: An Introduction to AS**. The other sections can be completed in an order and interval that best fits into the existing ID training program's educational structure.



Application and Reinforcement Tools:

Concepts that were covered in the CAS curriculum can be reinforced using distinct components of the curriculum such as the core concepts handout, five clinical “pearls” pocket cards, and additional reading/resources. The AS Clinical Teaching Tool can be distributed to both faculty and stewards-in-training to apply and reinforce AS principles into everyday clinical practice. In Section 3, you will find a “NARROWS” pocket card that can prompt stewards-in-training on communication strategies to positively influence the prescribing habits of others in the clinical setting.

Evaluation tools:

Assessments and knowledge checks are embedded in each section. In addition, learners can now complete a comprehensive knowledge assessment designed to support education and demonstrate competency in foundational antimicrobial stewardship concepts; the assessment takes approximately 30 minutes to complete. A pre-test is highly encouraged (though not required) to help learners and faculty identify areas for additional focus and to allow for measurement of knowledge acquisition after completing the curriculum, while successful completion of the post-test is required to receive a certificate of completion. Learners who score well on the pre-test can still benefit from completing the full curriculum, as the assessment does not encompass all course content.

Additional assessments can be performed in the clinical setting to assess the application of AS principles to real patient care scenarios. The AS Clinical Teaching Tool reinforces principles of AS in everyday practice and can be used to provide formative feedback to stewards-in-training any time after Section 1: An Introduction to AS is completed. An evaluation tool (the NARROWS scoring rubric) reinforces AS-related communication skills and can be used in the clinical setting as a mini-CEX after Section 3: Educating and Coaching on AS is completed.

CAS Curriculum Implementation:

All stewards-in-training must complete a brief “Introduction to the Core Antimicrobial Stewardship (CAS) Curriculum” module through either the Learning Management System or face-to-face with their AS Faculty Champion. Stewards-in-training will also have a designated user guide to introduce them to the curriculum.

Upon enrollment, stewards-in-training will have access to **ALL** eLearning components of the curriculum, however, training programs can choose which method of curriculum delivery they'd like the stewards-in-training in their program to complete. For each section, there is an eLearning option and a face-to-face method available. If a steward-in-training uses an eLearning module, their progress through the curriculum will be tracked automatically. If a module is completed using the face to face delivery format, a faculty member (with access to the curriculum) will need to log into the LMS to indicate session completion within your enrollment group. Methods of curriculum delivery can be combined and should be customized based on a training program's existing resources and structure.

On the last page of this guide, you will find more information about additional guides/tools to help you design your own AS Curriculum.



For any additional questions or AS curriculum technical support, please e-mail academy@idsociety.org

An Introduction to the Antimicrobial Stewardship Curriculum for Faculty

This introductory section provides faculty with a video overview of the new CORE AS Curriculum

Bugs (Microbiology) and Drugs (Pharmacology) Primer

The new Bugs and Drugs primer covers key microbiology and pharmacology concepts as well as case-based exercises on management of Gram positive and Gram negative organisms; to provide a foundation for stewardship principles and practice along with many other high yield concepts.

In this new section, stewards-in-training will be able to:

Bugs (Microbiology) Learning Objectives:

- Describe methods, use and limitations of culture and non-culture based rapid diagnostic tests most relevant to the practice of antimicrobial stewardship
- Describe commonly utilized methods of antimicrobial susceptibility testing in the clinical microbiology lab and explain benefits and limitations of each method
- Describe principles of MIC interpretation and apply practical CLSI data effectively when considering a case
- Discuss rapid diagnostic and resistance/susceptibility testing principles most important to the major bacterial pathogens (*S.aureus*, Enterobacterales, *Pseudomonas*, Enterococcus) relevant to stewardship

Drugs (Pharmacology) Learning Objectives

- Describe general concepts and principles of the pharmacokinetics/pharmacodynamics (PK/PD) of antimicrobials
- Identify PK/PD indices of specific antimicrobials most associated with bacterial eradication.
- Characterize how drug exposure impacts antimicrobial efficacy, toxicity, and resistance in order to design appropriate antimicrobial regimens
- Identify clinical circumstances favoring the performance of antimicrobial Therapeutic Drug Monitoring (TDM) (e.g. available drug assay, unpredictable drug dose-exposure relationship, clear relationship between drug exposure and efficacy and/or toxicity)
- Apply PK/PD data, target indices, and therapeutic drug monitoring to the design of appropriate antimicrobial regimens for patients with altered pharmacokinetics and/or in special populations

Content in this section is available through (7) eLearning modules or (2) video presentation slides for modules 1 and 2. The 7 modules include:

Module 1: Foundations of Microbiology: Susceptibility Testing and Rapid Diagnostics

Module 2: Foundation of Pharmacology

Module 3: Foundations: Case One

Module 4: Foundations: Case Two

Module 5: Foundations: Case Three

Module 6: Foundations: Case Four

Module 7: Foundations: Case Five



Section 1: Introduction to Antimicrobial Stewardship

Upon completion of this section, stewards-in-training will be able to:

- Define antimicrobial stewardship, its programmatic goals, and key strategies to achieve the goals
- Relate trends and patterns between antimicrobial use and resistance
- Recognize adverse events associated with the use of specific antimicrobials, including the risk for development of *C. difficile* infections
- Describe the role of clinical and laboratory diagnostic tools in improving antimicrobial use
- Define expected outcomes of an ASP

Content in this section is available through (3) eLearning modules or (3) video presentation slides. The 3 modules include:

Module 1: An introduction to Antimicrobial Stewardship

Module 2: A Brief Overview of the side effects of antibiotics

Module 3: The Essential Role of the Clinical Lab & Diagnostic Tools

If content is delivered using the video presentation, faculty can present in person to stewards-in-training at their institution. There is a handout highlighting core AS concepts that are introduced in this section. Knowledge check questions embedded in the eLearning and video presentations provide a mechanism to assess understanding of concepts.

Section 2. Antimicrobial Stewardship in Everyday Practice

Upon completion of this section, stewards-in-training will be able to:

- Judge when to recommend formal ID consultation or AS intervention
- Recognize the major “infectious diseases syndromes” where antimicrobials are over- and misused in acute care inpatient and outpatient settings, and the stewardship techniques to improve prescribing for these infections
- Identify common process and outcome measures/metrics
- Compare and contrast effective AS techniques in the inpatient vs. outpatient settings

Content in this section is available through (5) case-based eLearning modules that can be used during small group discussions. The 5 modules include:

AS in Everyday Practice: A Clinic Visit Case

AS in Everyday Practice: The Antibiotic Approval Request Case

AS in Everyday Practice: The Curbside Call Case

AS in Everyday Practice: The Prospective Audit and Feedback Cas

AS in Everyday Practice: The Rapid Diagnostic Dilemma Case

The cases are based on common ID clinical scenarios and highlight specific AS practices in routine clinical care. Each of the 5 cases has formative questions embedded in the case, suggestions for applying concepts to the steward-in-training's institution, and a “clinical pearls” pocket card for reference.

Stewards-in-training are encouraged to complete at least 3 AS debriefing activities with their supervising faculty during routine patient care using the AS Clinical Teaching Tool.

The AS Clinical Teaching Tool reinforces principles of AS in everyday practice and can be used to provide formative feedback to stewards-in-training any time after an “Introduction to AS” is completed.



Section 3. Educating and Coaching on Antimicrobial Stewardship

Upon completion of this section, stewards-in-training will be able to:

- Explain key behavioral psychology concepts that influence antimicrobial prescribing
- Propose effective techniques to change antimicrobial prescribing practices
- Use provider education techniques to effect change in antimicrobial prescribing
- Demonstrate communication skills to influence antimicrobial prescribing habits of others

Content in this section is available through 3 communication skills scenarios that are available through eLearning or PDF documents that can be used for role play. Ideally, before starting this section, stewards-in-training will read a brief primer on AS-related communication skills and behavioral psychology.

The 3 modules include:

Scenario 1: Deference to Seniority

Scenario 2: Overly Broad Empiricism

Scenario 3: De-escalation and the Outlier Prescriber

Then, faculty will lead one or more small group discussions while working through the eLearning modules as a group. Several alternative methods can be pursued for content delivery in section 3.

For example, faculty may choose to distribute PDF documents for stewards-in-training to use as role-play scripts to use in lieu of the videos during the small group discussion. Whether you choose to watch the video scenarios or conduct role play scenarios, be sure to cover the concepts in the role play debriefing slides. Finally, if faculty resources are unavailable, stewards-in-training may complete the eLearning modules on their own.

This section contains a NARROWS mnemonic and reference pocket card to help stewards-in-training structure and remember AS communication skills to positively influence the prescribing habits of others. Assessments of stewards-in-training can be performed in the small group setting using the NARROWS scoring rubric. A NARROWS mini-CEX can also be used in the clinical setting, both as a coaching tool and to assess AS communication skills after Section 3: Educating and Coaching on AS is completed.

Section 4. Antimicrobial Stewardship Program Logistics

Upon completion of this section, stewards-in-training will be able to:

- Identify multidisciplinary collaborations necessary for the success of an ASP
- Describe the importance of core elements of ASP in practice
- Recognize regulatory and reporting aspects of ASPs
- Describe AS quality improvement and patient safety activities
- Recommend strategies for responding to antimicrobial shortages

Content in this section is available through one interactive activity and one module.

The interactive activity is an antibiotic shortage simulation exercise entitled:
Shortage Mitigation of Antibiotics in Real Time (SMART).

The module is entitled:
Regulatory and Reporting Aspects of ASPs

SMART Exercise Preparation:

Stewards-in-training should prepare for the shortage exercise by researching the SMART preparation questions. Faculty can distribute the questions and provide a brief primer on the activity after they have watched the SMART Exercise faculty preparation module. Ideally, several hours to a week later, faculty will lead a small group exercise while working through the eLearning module as a group. Alternatively, faculty can lead the small group exercise without the eLearning module and can use PDF documents to guide discussion.

SMARTcast Exercise:

At IDWeek 2018, several ID leaders in antimicrobial stewardship along with several “stewards in-training”, conducted the SMART Exercise in person. This activity, captured through video and audio, is also available as an alternative resource for fellows/trainees to review on their own or led as a group by faculty.

Regulatory and Reporting Aspects of ASPs Exercise Preparation:

For this component of Section 4, stewards-in-training will gather relevant history behind ASPs, become familiar with how medications move through formulary and interact with different committees. They will also be introduced to some quality improvement concepts, that can be further developed in the Advanced AS Curriculum.



Faculty Resources

All Program Directors or designated “Antimicrobial Stewardship Champions” will be assigned a different course from stewards - in -training. The faculty course contains all of the Faculty resources within the IDSA Learning Management System (LMS). Stewards - in - training will not have access to that particular course and will not see it listed when they log in alongside the other six main courses.

Faculty should be able to see **ALL** of the eLearning modules, video presentations, along with the correlating documentation such as role play scenarios, scoring rubrics, etc.

The “An Introduction to the Antimicrobial Stewardship Curriculum for Faculty” section **must be completed** beforehand so that you have an overview of the what makes this curriculum unique, how to incorporate this curriculum, and should answer any additional questions that you may have. You also have this resource guide to reference as well.

Notes:



Accessing the Learning Management System:

You can access the curriculum by logging into the address below:
<https://academy.idsociety.org/>

To access the curriculum within the LMS, you must create an account if one does not already exist. If you already have an existing login for your IDSA membership account, you can login with those same credentials.

There are two main things you should know when accessing the curriculum:

1. How to navigate and use the “Core Antimicrobial Stewardship Curriculum for Faculty” and
2. how to mark your fellows/trainees complete after certain “face to face/small group” sessions are finished.

Accessing the Curriculum:

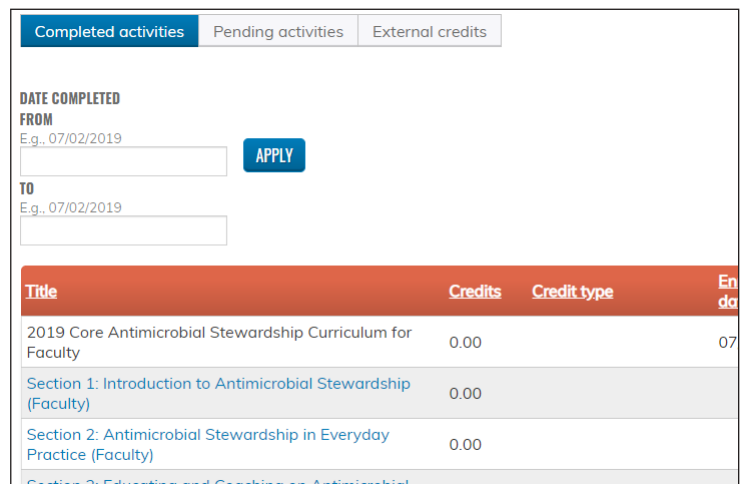
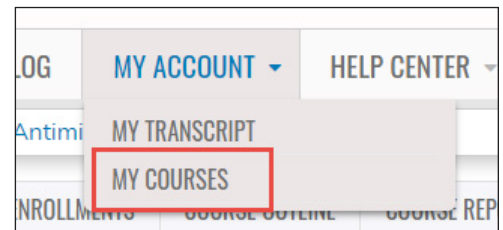
After logging in, you can locate the “Core Antimicrobial Stewardship Curriculum for Faculty” at the very top of the LMS.

Start by clicking “My Account” and then “My Courses”.

You should then see another set of tabs below. You can log in and always find the faculty course under “Completed/Pending activities” because there is no tracking of completion with the faculty course.

It is mandatory that you must first complete “An Introduction to the Antimicrobial Stewardship Curriculum for Faculty”. You can then select your order of choice for the following sections although it is suggested to at least cover “Section 1: Introduction to Antimicrobial Stewardship” first.

Each user will also receive an e-mail confirming course enrollment and can use the links within the e-mail to access the course as well.



A screenshot of the LMS 'Completed activities' tab. It shows a date range filter with 'FROM' and 'TO' fields, an 'APPLY' button, and a table of activities.

Title	Credits	Credit type	En da
2019 Core Antimicrobial Stewardship Curriculum for Faculty	0.00		07
Section 1: Introduction to Antimicrobial Stewardship (Faculty)	0.00		
Section 2: Antimicrobial Stewardship in Everyday Practice (Faculty)	0.00		
Section 3: Educating and Coaching on Antimicrobial			

Section/Module Navigation

Start by clicking on the Section of your choice.

You will arrive at the course landing page that will provide you with learning objectives, methods of delivery, and some of the documents related to the entire section at the bottom.

When you are ready to get started, click "Take Course"

You will then enter the section and can begin further navigation through the left hand side.

Content in this section covers 3 main topics. These include:

- An Introduction to Antimicrobial Stewardship
- A Brief Overview of the Side Effects of Antibiotics, and
- The Role of Diagnostics in Antimicrobial Stewardship

As the faculty or stewardship champion leading this effort, you can decide how the content is distributed and presented to your stewards in training.

FOR STEWARDS:
The steward in training can watch the eLearning on their own, followed by a debrief between fellow and faculty.

FOR FACULTY:
To present in a classroom or small group setting, there are three methods of delivery:

METHOD 1: You can open the eLearning and let it talk for you, controlling the slides and the pace

METHOD 2: You can open the eLearning, disable the audio, and talk through the eLearning slides yourself

METHOD 3: You can open the slideshow presentation while narrating the slides. Pdf slide notes also available.

At the bottom of this course landing page, you will find a handout highlighting core AS concepts that are introduced in this section. Knowledge check questions embedded in the eLearnings and presentations provide a mechanism to assess understanding of concepts.

TARGET AUDIENCE
Faculty or Antimicrobial Stewardship Champion responsible for leading this curriculum

LEARNING OBJECTIVES
Upon completion of this section, stewards in training will be able to:

- Define antimicrobial stewardship, its programmatic goals, and key strategies to achieve the goals

Click the circle you would like to display and then click "Start"

In the window to the left, next click "Launch" to open (it will display in a new window)

Note: Specific documents related to the button you just selected, are available next to the launch button to display more easily.

Because the faculty course is a "toolbox" of sorts, all of the eLearnings and video presentations will be labeled "optional".

COURSE PROGRESS

- SECTION 1: INTRODUCTION TO ANTIMICROBIAL STEWARDSHIP EARNING
- SECTION 1: INTRODUCTION TO ANTIMICROBIAL STEWARDSHIP VIDEO
- SECTION 1: SIDE EFFECTS OF ANTIBIOTICS EARNING
- SECTION 1: SIDE EFFECTS OF ANTIBIOTICS VIDEO
- SECTION 1: THE ESSENTIAL ROLE OF THE CLINICAL LABORATORY AND DIAGNOSTICS EARNING
- SECTION 1: THE ESSENTIAL ROLE OF THE CLINICAL LABORATORY AND DIAGNOSTICS VIDEO
- SECTION 1: REFERENCE INFORMATION
- ✓ COMPLETE

COURSE HOME

COURSE INSTRUCTIONS:

SECTION 1 - INTRODUCTION TO ANTIMICROBIAL STEW

Content in this section covers 3 main topics. These include:

- An Introduction to Antimicrobial Stewardship
- A brief overview of Side Effects of Antibiotics, and
- The Role of Diagnostics in Antimicrobial Stewardship

As the faculty or stewardship champion leading this effort, you can decide how distributed and presented to your stewards in training.

FOR STEWARDS:
The steward in training can watch the eLearning on their own, followed by an

START

SECTION 1: THE SIDE EFFECTS OF ANTIBIOTICS EARNING

- CDiff Resources for Clinicians
- Side Effects of Antibiotics Presentation Notes

LAUNCH

DIAGNOSTICS VIDEO

- SECTION 1: REFERENCE INFORMATION
- OPTIONAL
- ✓ COMPLETE

START

Note: At the bottom of the left hand navigation, you will find all of the links and reference information for the entire Section. This may be helpful when planning and revisiting sections.

Understanding eLearning/video presentation modules

Menu:

Displays the title of each slide on the left hand side

Resources:

Throughout the eLearning module, you may be prompted to click on the Resources button in the upper right hand corner. Resources contains various links to documents and other websites that can help to expand your knowledge.

Notes:

Perfect if you are unable to listen to the audio. You can read the audio "Notes" instead. **NOTE: For some slides, the notes will not change and you should read the text on the screen instead.**

The screenshot shows a video player interface. On the left is a navigation menu with a 'Menu' tab and a 'Notes' tab. The 'Menu' tab is active, showing a list of slides: 'Introduction to Antimicrobial Stewardship', 'Welcome', 'Choose your Steward in Training', 'Sterile Culture Report Review', 'Meet with Dr. Jones', 'What's next?', 'Provide Antibiotic Recommendation', 'The importance of AS Stewardship Programs', 'Team Sport', 'Review Core Concepts', 'Why Stewardship?', and 'Thank you'. The 'Welcome' slide is selected. The main video area shows a man in a white lab coat standing in front of a brick building. A large teal circle in the center of the video contains the text 'Welcome to Antimicrobial Stewardship University Hospital'. Below the circle is a text input field with the placeholder 'Enter your name here'. In the top right corner of the video area, there is a 'Resources' button. At the bottom of the video player, there is a volume icon, a play/pause button, a progress bar, a refresh button, and a 'NEXT >' button.

Volume:

Click here to adjust the sound volume

Scrollbar:

Use the scrollbar to stop and start throughout the module. Some slide layers cannot be paused and you should restart the entire slide to review.

Buttons:

Click "Next" and "Previous" to move forwards and backwards within the module. Some buttons will be found inside of the screen to proceed.

You will notice in the left hand navigation that some sections have "video" options. This can be treated more like a lecture presentation without the audio and additional features of the eLearnings.

The Resources tab is still available and you can click the arrows in the bottom right hand corner to navigate.

The screenshot shows a navigation menu on the left with two options: 'SECTION 1: THE ESSENTIAL ROLE OF THE CLINICAL LABORATORY AND DIAGNOSTICS ELEARNING' and 'SECTION 1: THE ESSENTIAL ROLE OF THE CLINICAL LABORATORY AND DIAGNOSTICS VIDEO'. The second option is selected. To the right is a video player showing a close-up of laboratory glassware. A large white circle in the center of the video contains the text 'Introduction to Antimicrobial Stewardship The Essential Role of the Clinical Laboratory and Diagnostics'. In the bottom right corner of the video player, there are navigation arrows.

Notes:



Tracking progress and granting credit for fellows/trainees

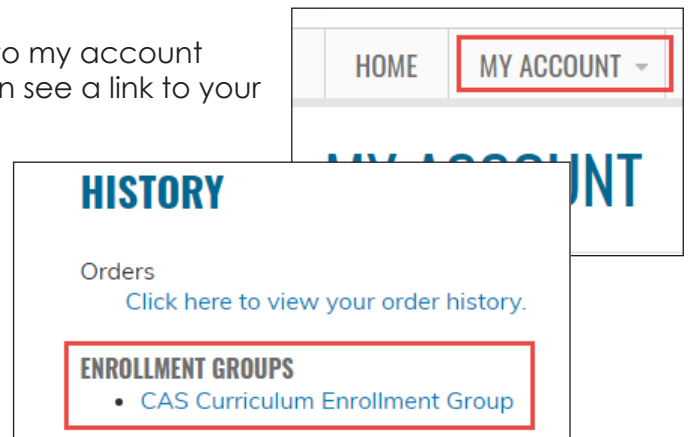
If you have chosen to conduct a small group/face to face session with your fellows/trainees instead of them completing an individual eLearning; all faculty members with access to the curriculum, can grant them attendance credit.

All of the eLearnings must be viewed in their entirety or attendance credit given in order for the learning management system to generate the fellow/trainee a certificate of completion at the end.

Read further to learn how and where you must grant attendance credit.

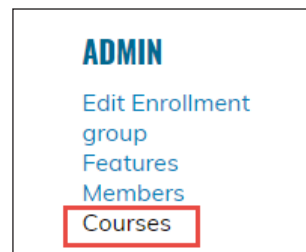
Upon purchase of the curriculum, every institution was given an enrollment group. This group allows faculty members within the group to track the completion status of the fellows/trainees, along with grant them credit for small group/face to face sessions.

To get to your enrollment group within the LMS, go to my account and scroll down to the very bottom. You should then see a link to your specific enrollment group.



Once you are inside the enrollment group, in the bottom left hand corner, you should see an option for "Courses". Select that item.

The screen should now display the faculty course and the fellows course. Since attendance credit is only used for the fellows course, you only see the individual sub sections for the fellow course.



2019 Core Antimicrobial Stewardship Curriculum for Faculty	Add Manage
2019 Core Antimicrobial Stewardship Curriculum for Fellows	Add Manage
An Introduction to the Antimicrobial Stewardship Curriculum for Fellows	Add Manage
Section 1 - Introduction to Antimicrobial Stewardship (Fellows)	Add Manage
Section 2 - Antimicrobial Stewardship in Everyday Practice (Fellows)	Add Manage
Section 3 - Educating and Coaching on Antimicrobial Stewardship (Fellows)	Add Manage
Section 4 - Antimicrobial Stewardship Program Logistics (Fellows)	Add Manage

Select “manage” next to the section for which you would like to grant credit.

Keep in mind that you can only grant credit for entire sections, not individual modules.

Select the checkbox next to the name of the fellow/trainee(s) for whom you wish to grant credit. Then select the “Edit enrollment” button.

Once inside, scroll down and set the completion status to either “complete” or “incomplete”. You can also choose to add the date and time that it was completed as well.

You will then be asked to confirm that you want to grant attendance credit for the following fellows/trainees. Click “confirm”.

Back at the enrollment screen, you will then see that the completion date has been modified.

Completion data will be shown here for fellows/trainees who complete the eLearnings on their own as well.

OPERATIONS

EDIT ENROLLMENT **MARK USER ATTENDED** **MARK USER NOT ATTENDED** 2 rows selected (reset)

User ID	Username	E-mail	First name	Last name	Attended	Status	Start date
<input checked="" type="checkbox"/>	234	hlearner	hlearner@harvard.edu	Harvard	Learner		Section 1 - Introduction to Antimicrobial Stewardship eLearning
<input checked="" type="checkbox"/>	399	Kenzatest	kenzatest4298@yopmail.com	Kenza	Bennani		Section 1 - Introduction to Antimicrobial Stewardship eLearning

TIME
E.g., 18:00

SET COMPLETION STATUS TO
This will change a user's course completion. Set this automatically un-completed once they have been r

DATE TO

DATE
E.g., 2019-07-02

TIME
E.g., 18:00

SET COMPLETION STATUS >

YOU SELECTED THE FOLLOWING 2 ITEMS:

Harvard Learner's enrollment in Section 1 - Introduction to Antimicrobial Stewardship (Fellows)

Kenza Bennani's enrollment in Section 1 - Introduction to Antimicrobial Stewardship (Fellows)

Status	Start date	Completion date	Course grade
Section 1 - Introduction to Antimicrobial Stewardship eLearning		07/02/2019 - 6:01pm	0
Section 1 - Introduction to Antimicrobial Stewardship eLearning		07/02/2019 - 6:01pm	0



Evaluation & Survey Components

In order to complete participation of the CAS Curriculum, you must complete Evaluation survey(s).

The Evaluation goals are as follows:

Objective 1: To assess how Infectious Disease fellows' knowledge, attitudes, and practices regarding antimicrobial stewardship (AS) change as a result of the IDSA CAS curriculum.

Objective 2: To explore how Infectious Disease fellows' attitudes towards a career in AS are impacted by the IDSA CAS curriculum.

Objective 3: To identify barriers and facilitators to implementation of the IDSA CAS curriculum at the program and individual level.

Objective 4: To determine if perceptions of programs' current AS curriculum differ between fellows, program directors, and AS champions.

For Program Directors & Antimicrobial Stewardship Champions:

The CAS Curriculum faculty course contains a mandatory faculty post survey questionnaire at the end of the curriculum that should be completed after successfully completing the curriculum with fellows/trainees. This information will allow the Evaluation team to describe how all of the programs are using the curriculum. The survey contains questions about the demographics of their training program, the current AS curriculum, plans for implementation of the IDSA AS curriculum, and perceptions of fellows' knowledge and skills in AS.

For Stewards - in - Training:

The CAS Curriculum for fellows contains a survey(s) that must be completed in order to receive the certificate of completion at the end.

The surveys contain questions on AS knowledge, attitudes, and practices in addition to basic demographic information and career interests.

Customize your Curriculum

To assist faculty and antimicrobial stewardship champions with their implementation plan, a couple of additional resources were developed especially for faculty.

First, a **Curriculum Planner:**

This document allows you to choose your method of delivery for each Section/module along with assign and track dates of completion.

It can be easily saved and distributed to fellows/trainees so they are made aware of expectations and can plan appropriately with pre-reading, etc.

Second, a **Faculty Checklist:**

This document helps faculty members think through their implementation approach and provides a checklist of all the items you may need to print, document, and plan for before starting the curriculum or presenting each section/module.

Many of the items have pre-populated drop downs, but the form also allows you to type in your own information as well.