



# Guidance on the Preparation of SNOMED CT Editors

Role, competencies and curriculum content

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## Review Timetable

Review date	Responsible owner	Comments
20100401	IHTSDO Education SIG	Based on feedback
		(remove or add rows if necessary)

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# 1 Background

1.1 Appropriately skilled terminology editors are needed to maintain the quality of SNOMED CT and related components. To date, most people working with clinical terminology have received 'on the job' or apprenticeship training. There is no standard for what should be included in educational offerings and no competency requirements or performance criteria to ensure those involved in developing SNOMED CT components are appropriately skilled.

1.2 This guidance has been developed to fill that gap. It was developed by a project group of the International Health terminology Standards Development Organisation (IHTSDO) that collated and reviewed existing education and training materials from IHTSDO members and other organisations. Consultation within the IHTSDO community of practice resulted in some revisions and the document was subject to review by the Quality Assurance Committee of the IHTSDO.

1.3 The document is three parts: specification of the core activities of an editor; specification of competencies required to undertake the core activities; and the curriculum outline. Annexes provide illustrative examples of: terminology editor role description; course syllabuses with some example tests / performance measures.

## 2 Purpose and scope

2.1 The overall purpose of this guidance is to support IHTSDO members and other organizations in recruiting, educating, certifying and managing terminology editors to help ensure that releases of SNOMED CT and related components conform to the quality standards of the IHTSDO.

2.2 Specification of the core activities and competencies required of a SNOMED CT editor will help IHTSDO members to manage their workforce. Organisations will decide the role descriptions of staff to suit their business needs. For example, editors working on the international release will not manage national extensions or prepare request submissions. Annex A provides an example of a role description for a basic level SNOMED CT editor to illustrate the scope of the role and how the activities and competencies specified in the guidance can be used to inform staff recruitment and development.

2.3 The curriculum outline will act as a requirement specification for an organisation wishing to purchase or evaluate a course of study. It will guide education providers when preparing and delivering education and training courses. A single, standard syllabus will not be defined by the IHTSDO; multiple education providers should be free to offer training in the most appropriate form for the context. For example, a mix of web based sessions with condensed supervised practice may be most practical in some countries / organisations. However, Annex B provides two examples of course syllabuses that illustrate the scope of the training effort that is required.

2.4 Although the scope of this guidance is limited to terminology editors, some of the core activities, competencies and curriculum elements may also be relevant to others, for example, those who will be implementing SNOMED CT in systems.

### **Out of scope**

2.5 Standard criteria for certification or performance assessment are not defined in this first version of the guidance. Feedback from members and other organizations indicated that experience with assessing performance of SNOMED CT editors at different levels of expertise is limited and there has not been any widespread validation of such criteria. However, ideas for three competency levels and related performance criteria were drafted during this work; these will be made available for comment and further work will be undertaken to provide standard criteria in a future version of the guidance.

2.6 Education and training requirements for those developing and maintaining language editions or undertaking cross mapping are not covered in this first version of the guidance which focuses on core editing activities. Work by IHTSDO special interest groups for mapping and translation will provide additional guidance for these areas in the coming months.

2.7 Educational resources such as course materials and e-learning packages are not included in the guidance. Any number of educational resource developers need to be allowed to develop resources that will achieve the learning objectives identified in this guidance. This is necessary to meet local needs (e.g. language) and to encourage a competitive market in training services. However, some members of the IHTSDO community of practice who have developed educational resources are prepared to share those with others in accordance with the IHTSDO voluntary contribution policy. These are available on the IHTSDO website for others to use; they are available as shared resources but have not been evaluated, endorsed or approved by IHTSDO.

2.8 Education and training of users of SNOMED CT such as system developers and clinical staff using SNOMED CT enabled systems are out of scope for this guidance.

## 3 Definitions

### **Certification**

Synonym: accreditation

recognition by an appropriate authority that a person, programme, organisation or product has met specified standards or quality or performance criteria.

### **Competency**

the quality of a person's ability to undertake a role or perform a task; may include related dimensions of ability such as underpinning knowledge.

### **Curriculum**

the topics that should be covered in an educational / training programme along with recommended teaching, learning and assessment strategies

### **SNOMED CT components**

concepts, descriptions, relationships, subsets /reference sets, cross map sets, cross map targets, search support sets, canonical forms, history information [SNOMED CT Technical Reference Guide, January 2008]

### **SNOMED CT editor**

a person who is competent to critically evaluate, create and amend SNOMED CT components.

NOTE 1: where *editor* is used in the document this means *SNOMED CT editor*

NOTE 2: in the context of SNOMED CT, *editor* is synonymous with *modeller* and *author*

### **Syllabus**

translation of a curriculum into a specific course of study

## 4 Core activities of the SNOMED CT editor

- 4.1 To support the ongoing development and maintenance of SNOMED CT components (excluding cross maps and language editions) the editor:
  - 4.1.1 Creates, modifies and retires concepts, descriptions, relationships, attributes/values
  - 4.1.2 Participates in quality assurance processes
  - 4.1.3 Participates in / manages business processes such as new content requests
- 4.2 The role of SNOMED CT editor will also encompass supporting activities such as: contributing to the development and review of editorial guidelines, participation in peer review, governance activity, stakeholder forums, mentoring, education of others, etc (see Annex A)

## 5 Competencies

It is assumed that SNOMED CT editors will have appropriate IT, interpersonal and team working skills. Although there is no empirical evidence on whether a clinical qualification makes a difference to editing competence, experience to date suggests that they should have a clinical background – see Annex A.

- 5.1 In order to undertake the core activities, the competent SNOMED CT editor applies and demonstrates understanding of:
  - 5.1.1 what SNOMED CT is, what it is for and how it is implemented and used
  - 5.1.2 the structure and composition of SNOMED CT and how its different parts are related
  - 5.1.3 the SNOMED CT concept model and how the heuristics and guidelines are applied to the modelling process
  - 5.1.4 basic principles of description logic and its use in the editing process
  - 5.1.5 quality assurance principles and processes that support the editing process
  - 5.1.6 terminology release / business processes.
- 5.2 In the context of an editing environment that conforms to IHTSDO quality standards (for example, use of dual independent review and access to expert editor support), the competent SNOMED CT editor can:
  - 5.2.1 Use browsers and editing tools to create, modify, retire and review concepts
  - 5.2.2 Apply the SNOMED CT concept model consistently in the editing process
  - 5.2.3 Identify and resolve basic QA issues
  - 5.2.4 Recognise and refer editing issues that are beyond his/her competence
  - 5.2.5 Prepare / review and manage new content requests.

## 6 Curriculum outline – core editing activities

### 6.1 Indicative Content

NOTE this may be adapted and extended for different organisational contexts.

#### 6.1.2 SNOMED CT overview

Introduction to terminology. What are the benefits of using SNOMED CT  
What SNOMED CT is (and is not); what it is for; how it is implemented and used  
National and International standard initiatives overview and their relationship to SNOMED CT.  
Free text and natural language processing  
Reference sets and cross maps – introduction (detail at advanced level)  
Overview of: components; structure and composition; concept model  
How to integrate SNOMED CT within an application system.  
Concept orientation  
Post coordination, SNOMED CT and HL7,  
Maintenance and release processes for each member country  
IHTSDO organisation, working methods and communications, core submission process, release process etc.

#### 6.1.3 SNOMED CT Structure - detail

Identifiers: SNOMED CT Concept ID, description ID and UUID's/GUID's  
Components: concepts; descriptions and description types; relationships; Is\_A (parent – child) and attribute relationships and relationship values

#### 6.1.4 Concept Model - detail

Style guides  
Principles of concept definition, object | attribute | value triples, sanctioned attributes per hierarchy. Primitive, fully defined and default values for the concept model. Roles (hierarchy and grouping)  
Context model: principles of context modification, context model; rules for creating concept-based and context dependent concepts; default values for context.  
Necessary and sufficient definitions: the basis of necessary definitions; the basis of sufficient definitions; fully defining concepts according to the concept model style guide.  
URU: Understanding and application of understandable, reproducible, useful principles.

#### 6.1.5 Description logic

Principles of description logic; SNOMED CT logic model; stated view; inferred view; the effects of inheritance  
Classifying with the editing tools; evaluating the inferred view; resolving equivalence errors.  
Understanding what clinical editor tools uses description logic.

#### 6.1.6 Editing SNOMED CT

Using Browsers

Using Editing tools

Content modelling: concept creation; description creation; attribute | value creation including role grouping, and defined / primitive

Managing and clarifying editing assignments; Identification and modelling of atomic components required to create SNOMED CT components

Retiring of concept process.

History tracking representation and principles.

Moving concepts between the international release and an extension; editing extension terminologies

#### 6.1.7 Quality Assurance principles and practice

IHTSDO quality framework: understanding and application

IHTSDO guidance for requests: SNOMED CT core or an extension.

International release and extensions: Principles; International policy; National policy;

National release centres, sub-national release centres and affiliates.

Local / national release inclusion criteria: National specific scope areas; National rules on appropriate pre-coordination; National rules on granularity in each hierarchy; Ensuring national to international harmonisation.

## 6.2 Teaching, learning and assessment

6.2.1 A blend of independent study, didactic instruction, and hands on editing is required to develop the competencies of the SNOMED CT editor. Students should be trained using the same editing tools that they will regularly use as editors in a test database. They must have access to a training development environment appropriate for hands-on editing exercises and assignments – an important requirement to consider when commissioning or upgrading tools. Local supervision / mentoring by experienced editors is essential to support experiential learning and manage assessments.

6.2.2 The following reference materials are essential for any SNOMED CT editing course:

- SNOMED CT Users Guide
- SNOMED CT Overview document
- SNOMED CT Style Guides,
- SNOMED CT Technical Reference Guide
- User Guide and/or manual for the selected editing tools

6.2.3 A combination of assignments to monitor understanding and evaluated exercises to assess achievement of competencies is recommended. The majority of these assessments should be formative i.e. for the purpose of identifying areas where further study or additional hands-on exercises are required. Recognition or certification of competence could be through mentor review of performance or objective testing or some combination of the two. Until the new editor is assessed as competent, his/her work should be reviewed by an experienced editor prior to being imported.

6.2.4 As more experience is gained with performance assessment and certification, the IHTSDO will move towards a standard approach to support consistency and quality across organisations.

6.2.5 Ongoing performance review and support for career enhancement with further courses of study should be part of the organisation's workforce strategy.

## 7 How you can contribute

It is recognised that this guidance document will require updating over the next few years as the knowledge base related to SNOMED CT editing evolves and experience with education and training of SNOMED CT editors increases. The IHTSDO welcomes feedback on the document as well as contributions to the pool of educational resources that can be shared among the IHTSDO community and those interested in SNOMED CT education and training. Participation in IHTSDO interest groups such as the Education SIG is open to anyone with an interest.

Contact [info@ihtsdo.org](mailto:info@ihtsdo.org) for further information.

# Annex A: Example of SNOMED CT Editor role description

Source: UK Terminology Service

## **Job Title: Clinical Terminology specialist**

This post is the starting grade for those new to the field of clinical terminology maintenance. Although significant clinical and informatics knowledge is brought to bear, due to the vital safety impact of errors, the majority of work will either be directly or indirectly supervised.

### **Job Description**

#### **Job Description**

##### J.1 Job Summary:

- Supports clinicians to provide expert advice across a range of clinical IM&T systems, applications, information interpretation, data analysis, and information reporting.
- Investigates a range of highly complex clinically related IM&T issues
- Assists with strategic planning across a range of specialised areas to support implementation of clinical applications
- Analyses clinical highly complex data and present reports and develops and delivers specialised training or design
- Develop, adapt highly complex software / web pages / information reports
- Manages discrete clinically related IM&T projects and assists with the development of complex training programmes

The post-holder will work largely within established or emerging policies and procedures in terms of technical processes but will be expected to demonstrate initiative in relation to clinically-related processes.

##### J.2 Key Result Areas:

The primary function of a terminology specialist is to author new clinical content to the one or more of the four terminology products maintained by Data Standards and products and to edit existing content where necessary. The key tasks involved in this process are as follows:

1. Analyse requests for change from customers across the whole spectrum of healthcare informatics from Government departments, NHS Connecting for Health programmes, NHS organisations and clinical end users.
2. Research the subject area and scope the work package including liaison/clarification with customer and accessing National and International knowledge bases.
3. Using bespoke editing tools, make changes to the various relational databases according to terminology model specific to that product and ensuring clinical integrity

within and between those products.

4. Provide feedback to customer and investigating further follow-up activity.

There are a number of tasks implicit in this framework including:

1. Contribute both individually and as a team member to the development of data standards, clinical terminologies, classifications and related products, in particular the capture and validation of professional input across several disciplines.
2. Contribute to documentation regarding editing activity, quality assurance and customer service.
3. Work within associated clinical quality assurance mechanisms, maintaining a full awareness of rules and constraints applicable to terminology related clinical data standards products and services.
4. Liaise with senior professionals, national bodies, academic institutions and other interest groups within the UK and overseas with regard to incorporating requirements into terminology and related products.
5. Provide terminological support for the Data Standard Help Desk as required, endeavouring to resolve difficult queries within agreed service levels. Contribute to the development of the knowledge database on the basis of experience gained in query resolution.

There are a number of additional responsibilities indirectly associated with the role that the post-holder is expected to undertake:

6. Maintain an up to date knowledge of all key developments in relevant professional spheres, in Health Informatics and clinical terminologies and classifications nationally and internationally.
7. Contribute to research, attend conferences and disseminate knowledge of the NHS data standards products and acquire detailed knowledge of other terminologies and classifications.
8. Maintain an awareness of and contribute to co-related National Programme for IT endorsed projects and ensure incorporation of all appropriate clinical data standards
9. Provide informatics expertise to a range of other Information Management Services projects and to represent the Data standards and products at stakeholder meetings

## Person Specification

#### ■ P.1 Essential Competencies

- Clinical professional qualification
- Some healthcare informatics NHS experience
- Must hold a first degree qualification in a relevant field i.e. health, informatics etc.
- Good computer skills, i.e. ECDL level or equivalent
- Good knowledge of the NHS organisational structure
- Understanding of health informatics, including knowledge of relevant NHS Information Strategies and current IT initiatives.
- Demonstrable experience of successful working as part of team
- Evidence of post –graduate study/continuous professional development
- Excellent verbal and communication skills
- Ability to assimilate complex clinical and technical information and disseminate to other groups, regardless of background

#### ■ P.2 Desirable Competencies:

- Experience of working within health informatics projects
- Knowledge of project management methodology
- Post graduate degree in health informatics or a related subject
- Experience in the development and introduction of clinical systems into healthcare environments
- Experience of interacting with and influencing clinicians, both for development and approval work

**Core Competencies** all employees are expected to have these abilities to an appropriate level; they are not specific to any job

- Decision Making – capable of reaching timely and effective decisions based on the appropriate use of information.
- Communicating – able to identify key points for interaction which are relayed appropriately and with clarity.
- Using Information & Communications Technology (and other resources) – able to use ICT and other equipment (tools, materials and services), safely, effectively and efficiently. (Where appropriate, training will be provided).

- Building Customer Service – able to provide Customers/Stakeholders with a positive experience of the service delivered.
- Embracing Change – can readily identify and embrace change in the drive towards continuous improvement.
- Developing and Managing Self – able to enhance own skills and performance in the context of the organisation.
- Developing and Maintaining Relationships – able to make working relationships harmonious and productive.
- Maintaining and developing the organisation – able to make a positive contribution to the success of the organisation.

# Annex B1: Example of Course Syllabus

Source: DRAFT compiled from several sources

## COURSE OUTLINE

The course is comprised of the following sequentially-presented units:

- Unit 1: SNOMED CT Structure
- Unit 2: Introduction to Editing
- Unit 3: The Concept Model I
- Unit 4: The Concept Model II
- Unit 5: Concept Model Focus – Roles
- Unit 6: Concept Model Focus – Procedures
- Unit 7: Concept Model Focus – Observable Entities & Clinical Findings
- Unit 8: Description Logic in SNOMED CT
- Unit 9: Classifying SNOMED CT
- Unit 10: Editing Processes
- Unit 11: Editing Quality Assurance
- Unit 12: Advanced Topics in Editing

### SNOMED CT Structure (Unit 1)

#### **Independent Study**

- SNOMED CT Users Guide

#### **Unit Topics**

- Review of SNOMED CT Introduction
- What is the International Release? What is an Extension?
- Products: Terminology, Language Editions, Reference Sets and Cross Mapping
- Terminology components: Concepts, Descriptions & Relationships
- Concept Properties

#### **Hands-On Exercises**

- Browsing SNOMED CT with a browser (CliniClue)
  - Browsing SNOMED CT with editing tools (TDE)

#### **Graded Assignment**

- Worksheets to be distributed by instructor

### Introduction to Editing (Unit 2)

#### **Independent Study**

- Editing Tools User Guide

### **Unit Topics**

- Concept hierarchies and domains
- Designations: Fully Specified Names, Preferred Names, Synonyms
- IS\_A Relationships

### **Hands-On Exercises**

- Editing sample concepts

### **Graded Assignment**

- Editing assignment

## The Concept Model I (Unit 3)

### **Independent Study**

- [Reading assignment to be determined]

### **Unit Topics**

- Defining and non-defining relationships
- Attributes with associated allowed value sets

### **Hands-On Exercises**

- Editing sample concepts

### **Graded Assignment**

- Editing assignment

## The Concept Model II (Unit 4)

### **Independent Study**

- [Reading assignment to be determined]

### **Unit Topics**

- Concept model heuristics
- Consistency in concept editing

### **Hands-On Exercises**

- Editing sample concepts

### **Graded Assignment**

- Editing assignment

## Concept Model Focus – Roles (Unit 5)

### **Independent Study**

- [Reading assignment to be determined]

### **Unit Topics**

- Role hierarchies

- Role grouping

### **Hands-On Exercises**

- Editing sample concepts

### **Graded Assignment**

- Editing assignment

## Concept Model Focus – Procedures (Unit 6)

### **Independent Study**

- SNOMED CT Style Guide - Procedures

### **Unit Topics**

- Concept model issues for Procedures

### **Hands-On Exercises**

- Editing sample concepts

### **Graded Assignment**

- Editing assignment

## Concept Model Focus – Observable Entities & Clinical Findings (Unit 7)

### **Independent Study**

- SNOMED CT Style Guide – Observable Entities
- SNOMED CT Style Guide – Clinical Findings

### **Unit Topics**

- Concept model issues for Observable Entities and Clinical Findings

### **Hands-On Exercises**

- Editing sample concepts

### **Graded Assignment**

- Editing assignment

## Description Logic in SNOMED CT (Unit 8)

### **Independent Study**

- [Reading assignment to be determined]

### **Unit Topics**

- What is Description Logic?
- How is DL used in SNOMED CT?
- Primitive and defined concepts

- Differences between the stated view and the inferred view

### **Hands-On Exercises**

- Determining if a concept is primitive or defined
- Comparing stated and inferred views of a concept
- Predicting a concept's inferred view

### **Graded Assignment**

- Worksheet to be distributed by instructor

## Classifying SNOMED CT (Unit 9)

### **Independent Study**

- [Reading assignment to be determined]

### **Unit Topics**

- Classifying with the selected editing tools
- Evaluating the inferred view
- Resolving equivalence errors

### **Hands-On Exercises**

- Editing and classifying sample concepts

### **Graded Assignment**

- Editing assignment
- Equivalence errors assignment

## Content Editing Processes (Unit 10)

### **Independent Study**

- [Reading assignment to be determined]

### **Unit Topics**

- Concept life cycle
- First Editor and Review Editor roles
- Evaluating and completing a editing assignment

### **Hands-On Exercises**

- Evaluating sample assignments
- Evaluating sample concepts as a Review Editor

### **Graded Assignment**

- Group editing assignments (as both First and Review Editor)

## Content Editing Quality Assurance (Unit 11)

### Independent Study

- [Reading assignment to be determined]

### Unit Topics

- Identifying and resolving QA issues

### Hands-On Exercises

- Resolving errors in sample concepts

### Graded Assignment

- QA assignment

## Advanced Topics in Content Editing (Unit 12)

### Independent Study

- [Reading assignment to be determined]

### Unit Topics

- Post coordination
- SNOMED CT and HL7
- Moving concepts between the International Release and an extension
- Editing extension terminologies

### Hands-On Exercises

- Exercises to be provided by the instructor

### Graded Assignment

- Final editing assignment

## SPECIFIC COURSE OBJECTIVES (DRAFT EXAMPLES ONLY – INCOMPLETE)

Course objectives are specific, concrete and testable.

This section could be divided up into specific objectives for each unit.

At the conclusion of the course, the student will be able to:

- Name the three core tables of the International Release (concepts, descriptions, and relationships).
- Correctly identify the table or file in the international release in which to find each of the following:
  - The text string that is the Preferred Name for a concept.
  - An indicator of which text string is the Preferred Name in British English (en-gb).
  - A designator that a concept has been retired.

- A designator that a concept is either primitive or sufficiently defined.
  - The is-a hierarchy.
  - Role grouping information.
- Correctly identify any code taken from the concepts table as being an SCTID, CTV3ID or SNOMEDID.
- Identify SCTIDs as being in the core namespace or in an extension namespace.
- For extension SCTIDs, Identify the part of the SCTID that is the extension namespace identifier.
- At the conclusion of the course, the student will be able to use the TDE editing environment to properly execute the following basic actions:
  - reassign a concept to a more specific supertype (parent).
  - Add a designation (synonym) to a concept
  - Add a role-grouped attribute-value relationship to a concept definition.
  - Change a concept from primitive to (sufficiently) defined.
  - etc

# Annex B2: Example of course syllabus

Source: Kaiser Permanente

## Modeler Training and Certification

### 1. Overview

The intent of this Modeler Training and Certification is to ensure the CMT modelers achieve and maintain proficiency in SNOMED CT modeling.

Training is a blend of independent study, didactic instruction, and hands on modeling. Certification requires sign off by a trained mentor, along with passing a certification test. Maintaining proficiency requires a minimal level of ongoing modeling plus participation in one of several interactive venues.

### 2. Syllabus

#### 2.1. SNOMED CT Basics

- Independent Study
  - **(REQUIRED)** Read SNOMED CT Users Guide
- Didactic Instruction
  - SNOMED CT Basics
  - Using the CLUE Browser
  - Using TDE
- Hands-on Modeling
  - TDE functions
- Testing
  - Model sample concepts in CMT
    - Add a defining attribute
    - Add a association
    - Add a property
    - Add a superconcept
    - Generate a change set and add to FTP site

#### 2.2 Concept Model

- Independent Study
  - **(REQUIRED)** Read SNOMED CT Concept Modelers Style Guide
- Didactic Instruction
  - How does one begin modeling? (Basic modeling heuristics)
  - Descriptions
  - FSNs
  - Preferred names
  - Synonyms
  - Defining attributes
    - By domain
  - IS\_A relationships
  - Associations

- Role hierarchies
- Role grouping
- Observable entities - Clinical findings
- Review of sample concept modeling
- Hands-on Modeling
  - Model sample concepts in CMT
- Testing
  -

## 2.3 Description Logic

- Independent Study
  - **(REQUIRED)** Read CMT Distributed Modeling Guide
- Didactic Instruction
  - Defined vs. Primitive
  - How classification works
  - Defined vs. Stated view
- Hands-on Modeling
  - Model and classify a set of concepts in test environment
- Testing
  - Able to model in CMT or test distributed modeling environment, demonstrating correct context switching.
  - Resolve equivalence errors
  - Defined vs. Primitive test question in CMT Modelers Style Guide

## 2.4 Tools

- Independent Study
  - **(REQUIRED)** Read CMT Distributed Modeling Guide
  - **(REQUIRED)** Read Apelon's GridEditor.pdf
  - **(REQUIRED)** Read Apelon's OntylogEditor.pdf
- Didactic Instruction
  - Distributed modeling
  - New TDE features
- Hands-on Modeling
  -
- Testing
  -

## 2.5. Advanced Topics

- Independent Study
  - Read SNOMED CT Technical Reference Guide
  - Read SNOMED CT Representational forms
  - Read SNOMED CT Expression Transformations
- Didactic Instruction
  - Post coordination
  - SNOMED CT and HL7
  - Retiring concepts (in SNOMED, in CMT)
  - CAP SNOMED CT Implementation Training
  - CMT Query Strategy
- Hands-on Modeling
  - Modular classification in DTS
- Testing
  -

## 3 Certification

Domain-specific certification may be an option for those modelers only needing expertise in limited domains.

### 3.1 Mentor

Mentor, who is a certified modeler, must certify that the student is proficient to become certified. This certification can only occur after the student has submitted at least 30 test concepts, fully modeled, for review and completed the required reading.

### 3.2 Testing

To become certified, a modeler must pass a certification test.

## 4. Maintenance

Participation in one or more of the following venues will help maintain competency:

- SNOMED CT Concept Modelers Working Group
- SNOMED CT Users Group
- SNOMED CT Modelers teleconferences
- SNOMED CT Modelers List Server