**Table E1**

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| **Curriculum Components** | **Specific Topics** | **Time Allotted** |
| 1. Demonstrate normal intra-cardiac anatomy | Ask about learner’s knowledge of the heart  Describe the heart’s function to receive deoxygenated blood, pump blood into the lungs, receive oxygenated blood, and pump blood into rest of the body.  Load the normal heart 3D models.  Describe heart anatomy including systemic veins, right atrium, right ventricle, left atrium and left ventricle. Use the mouse to describe how blood flows through the heart.  For each learner, point out specific components of heart that may be pertinent to their anatomy. For example,  For Tetralogy of Fallot, point out the normal size of the right ventricle  For Transposition of Great Vessels, point out the normal orientation of the great vessels  For Aortic coarctation, point out the normal size of the aortic arch | 5 minutes |
| 2. Demonstrate learner’s specific anatomy | Load up the learner’s heart model.  Describe the differences between the learner and normal heart. If needed, the normal heart can be reloaded to elaborate on the differences.  Explain why the learner’s heart looks different.   1. Specify the name of the heart disease (this should be labeled on the 3D model) 2. Specify the type of surgery (this should be labeled on the 3D model, over the area of surgical repair). 3. Describe the surgery performed, pointing out specific heart anatomy pertinent to the surgery.   Explain the long term issues that need to be followed as a result of this surgery. | 10 minutes |
| 3. Transition Readiness | Explain that because of these long term issues, the learner will need to still be followed by a cardiologist who specializes in congenital heart disease and adult medicine (ACHD physician).  Introduce the Washington Adult Congenital Heart program.  Encourage learner to start a discussion with their regular cardiologist on their next visit (if they have not yet). | 5 minutes |
| 4. Patient Wellness | Describe the similarities between a normal heart and learner heart. Repeat the exercise of using the mouse to follow blood flow and describe that how the deoxygenated blood still goes into the lungs, and oxygenated blood still goes to the rest of the body.  State that the heart’s function is to allow exercise.  Describe that historically, patients with congenital heart disease were not allowed to exercise, which was wrong.  Encourage continued exercise to improve overall cardiac performance. This can be catered to learner’s specific interests in sports and exercise. | 5 minutes |
| 5. Follow-up | Show the learner the contents of the flash drive they will receive, including a video of their heart, a 3D PDF file of their heart, and digital models of their heart. | 5 minutes |