"FRAMEWORK FOR POST-RESIDENCY SURGICAL EDUCATION & TRAINING - A SAGES GUIDELINES" - CHECK LIST

Requirements Skills Course:

- Stated objectives
- Objectives defined as tasks
- Objective tasks can be quantitatively or qualitatively assessed
- Course director has appropriate clinical and/or laboratory expertise to educate participants in the stated objectives
- Faculty has appropriate clinical and/or laboratory expertise to educate participants in the stated objectives
- Instructors have clinical experience in any clinical procedures being taught
- Appropriate ratio of faculty to learners to ensure progress and documentation of achievement of objectives (rationale for the ratio of faculty to learners should be included)
- Written policy on disclosure of faculty/industry relationships, according to ACGME/AMA guidelines for CME
- Eligibility for participation is defined
- Learners have appropriate background knowledge, basic skills, and clinical experience relevant to the tasks being learned
- Course facility is physically adequate to meet stated objectives and accommodate the course’s enrollment
- Course contains didactic instruction in the following areas as they apply to the stated objectives
  - Patient selection
  - Indications and contraindications
  - Instrumentation
  - Techniques
  - Documentation
  - Pre- and post-operative care
  - Follow-up
  - Outcome
  - Assessments by faculty
  - Self-assessment exercises
  - Complications and their avoidance and treatment
  - Course evaluations according to ACGME essentials
  - Curriculum statement
  - Curriculum has learning components and their requirements
  - Director documentation of competence in the defined objectives
  - Director provision of both qualitative and quantitative descriptions of the learner’s experience
Recommendations for Skills Course:

- Clearly stated all components of course curriculum (see above table)
- Curriculum statement includes a list of tasks, definition of skills, and a defined method of progressing from one skill level to the next
- Curriculum components
  - Written materials (syllabus, reprints, bibliography)
  - Pre-and post-testing
- Time for training be sufficient for an individual to acquire the desired level of performance, based on objective metrics
- Post-test quantitatively and qualitatively evaluates the learner’s acquisition of skills as defined by the program’s objectives
- Specific performance criteria to conclusively pass the course or skills lab
- Proof of teaching experience through qualitative and quantitative from prior courses and participants
- Faculty member status on an assessed learning curve
- Faculty present for an appropriate quantity of time during course to provide learners adequate feedback
- Pre-testing prior to the start of the course
- CME is provided
- Endorsement by appropriate medical organizations