

ACS and ASE develop
Simulation-Based
Surgical Skills
Curriculum
for medical students

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INTRODUCING

ACS/ASE
MEDICAL STUDENT
SIMULATION-BASED
SURGICAL SKILLS
CURRICULUM

A COMMON SENSE APPROACH
TO TRAINING
AND COMPETENCY

AMERICAN COLLEGE OF SURGEONS
DIVISION OF EDUCATION

AMERICAN SOCIETY OF EXPERIMENTAL SURGERY

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The American College of Surgeons (ACS) and the Association for Surgical Education (ASE) Medical Student Simulation-Based Surgical Skills Curriculum—a collaborative effort by the College and the ASE—is a modular curriculum consisting of 25 basic instructional and skills topics considered to be universal for all physicians and undifferentiated medical students (see Table 1, this page). This is the first of three curricula that the ACS Division of Education and the ASE are developing for joint release to benefit young and developing surgeons (see Table 2, this page). These programs are a natural extension of the previous successful joint work of the ACS Division of Education with the Association of Program Directors in Surgery (APDS)—specifically, the ACS/APDS Surgery Resident Skills Curriculum.

The ACS/ASE Medical Student Simulation-Based Surgical Skills Curriculum began as a project by the ASE Simulation Committee in 2009 at Surgical Education Week in Salt Lake City, UT. At this meeting, an initial list of potential topics and authors was developed by expert consensus. Robert D. Acton, MD, FACS (co-author of this article), was charged with organizing the topics, generating a template, and establishing author instructions. Knowing that the ACS/APDS Surgery Resident Skills Curriculum was being released in phases, Dr. Acton contacted Gary Dunnington, MD, FACS, who led the development of the ACS/APDS Surgery Residents Skills Curriculum, for



ACS/ASE MEDICAL STUDENT SIMULATION-BASED SURGICAL SKILLS CURRICULUM

FOR MEDICAL STUDENTS
AND SURGICAL RESIDENTS

participating in the development of the curriculum. Dr. Sachdeva agreed that a robust national medical student skills curriculum would be of value to students and would help them develop into well-educated physicians and surgeons. During Surgical Education Week 2010, a joint ACS/ASE Steering Committee was formed with Dr. Jones and Kathleen Liscum, MD, FACS, associate professor of surgery, Baylor College of Medicine, Houston, TX (co-author of this article), as Co-Chairs (see Table 3, page 38), and an agreement between the two organizations was signed. The ACS/ASE Steering Committee met twice a year for the next several years with monthly conference calls and support from the staff of the ACS Division of Education.

The expertise of the ASE Assessment and Evaluation Committee, chaired by Constance C. Schmitz, PhD, associate professor and director of educational research and development, University of Minnesota, Minneapolis, was added to the development of the curriculum. Dr. Schmitz brought an outstanding team of individuals together to work with all the

The ACS/ASE Medical Student Simulation-Based Skills Curriculum was the focus of a workshop at the 2014 ASE meeting, which was aimed at establishing a core group of surgical educators who will begin concerted use of the models at their institutions to teach medical students. The goal of this initiative is to determine if the modules need to be further refined and to provide validity to the assessment model. At present, more data are required to assign levels of proficiency based on specific scores. Dr. Acton is leading this project in collaboration with surgical educators from throughout the U.S. and Canada. Key

