



AMERICAN COLLEGE OF SURGEONS • DIVISION OF EDUCATION[®]
ACCREDITED EDUCATION INSTITUTES
ENHANCING PATIENT SAFETY THROUGH SIMULATION

American College of Surgeons Program for the Accreditation of Education Institutes Program Requirements

Aim

The aim of the American College of Surgeons (ACS) Program for the Accreditation of Education Institutes is to identify, develop, and promote standards for quality education and training in order to:

1. Enhance quality and promote patient safety through simulation-based education and training.
2. Support the efforts of surgeons, residents, medical students, and other members of the surgical team in their continuing professional development and in acquiring and maintaining their knowledge and skills.
3. Promote interprofessional education and team training.
4. Advance the science of surgical education, training, and assessment.
5. Create a system of support for the delivery of state-of-the-art education and training at regional sites.

Goals

The goals of the ACS Program for the Accreditation of Education Institutes are:

1. To promote patient safety by serving the education and training needs of surgeons and other learners.
2. To ensure the use of appropriate curricula, and teaching and assessment tools, including simulation to assist surgeons and other learners in achieving their personal and continuous professional development goals.
3. To develop new education and training programs, technologies, and methodologies.
4. To promote scholarly activity and collaboration among the ACS-accredited Education Institutes.

Standards and Criteria

Standards:

Standard I – Learners and Scope of the Educational Programs

Standard II – Curriculum Development, Delivery of Effective Education, and Assessment

Standard III – Administration, Management, and Governance

Standard IV – Advancement of the Field

Criteria:

In order to be in compliance with the four Standards, the Education Institute will provide documentation as to how it meets each Standard and its corresponding Criteria.

There are two types of accreditation that may be sought: Comprehensive and Focused. Both Comprehensive and Focused Education Institutes must meet rigorous standards for accreditation; however, Comprehensive Education Institutes must meet additional criteria, as compared to Focused Education Institutes.

Comprehensive Education Institutes, as compared to Focused Education Institutes, must serve a wider range of learners, with a broader scope of education and training programs; they must develop original curricula, offer faculty development programs and courses, and assess their education and training programs' impact on patient outcomes and safety; they must have more space and staff to accommodate the higher volume of learners and scope of educational activities; they must additionally engage in research or other scholarly activities that advance the field of surgical education and training.

Focused Education Institutes are not required to pursue all of the above-noted activities, though they must meet criteria in each of the four standards, as specified below.

Requirements

Criteria have been developed for each Standard to measure whether the Institute meets the minimum requirements for accreditation as a Comprehensive Education Institute or a Focused Education Institute. Each Institute will select which type of accreditation it seeks and the College will employ the appropriate set of Standards and Criteria to measure the Institute's level of compliance. Documentation (written, verbal, or otherwise) will be the College's primary source of information for determining compliance with the Standards and Criteria. Application for accreditation from the American College of Surgeons is purely voluntary and is supported solely by the interests of the individual Education Institute or parent institution seeking such accreditation.

Comprehensive Education Institutes

Standard I – Learners and Scope of Educational Programs

Comprehensive Education Institutes will:

- Provide education and training for surgeons and members of the surgical team as well as other health care professionals.
- Include education and training that improves learners' knowledge and skills, with a goal of improving the safety and quality of patient care.
- Provide education and training that promotes effective communication, interprofessional interactions, professionalism, practice-based learning and improvement, and systems-based practice.

Criteria for Standard I for Comprehensive Education Institutes

Criterion 1.1: Learners

Comprehensive Education Institutes must provide education and training to surgeons in practice and three other learner groups.

Learner Group Categories include:

- Surgeons in practice (required)
- Physicians from other disciplines
- Residents from any discipline
- Medical Students
- Allied Health Professionals
- Nurses
- Others

Criterion 1.2: Scope of Educational Programs

Comprehensive Education Institutes will provide education and training based on their learners' needs that address the core competencies, within each of the following domains:

Cognitive: to support skill development that revolves around knowledge, comprehension, and critical thinking.

Psychomotor: to support technical skill development relating to procedures, focusing on manual dexterity, judgment, and use of instruments.

Affective: to support development and application of effective interpersonal and communication strategies, and professionalism, as well as appropriate attitudes that are associated with patient care.

Team Training: to support the development of effective teamwork skills, decision making, and/or team strategies in various healthcare environments to optimize care.

Criterion 1.3: Accreditation

The Education Institute or the parent institution must be accredited by one of the following bodies: LCME, ACGME, ACCME, and Royal College of Physicians and Surgeons of Canada, as appropriate to learner type. For international Institutes, education and training programs should be accredited by an appropriate organization that is comparable to the accreditation bodies listed above.

Comprehensive Education Institutes

Standard II – Curriculum Development, Delivery of Effective Education, and Assessment

Comprehensive Education Institutes will:

- Use effective curricula and education and training methods to address the needs of the learners.
- Use training devices, simulation systems, advanced technologies, and other methods, as appropriate.
- Ensure faculty and course directors have subject matter expertise and are effective educators.
- Evaluate the effectiveness of curricula, educators, and programs through assessment of learners and other outcome measures.

Criteria for Standard II for Comprehensive Education Institutes

Criterion 2.1: Curriculum Development

Criterion 2.1.1

Comprehensive Education Institutes will demonstrate innovation by developing some original curricula following the steps of curriculum development outlined in Criterion 2.1.2. This process of curriculum development is expected to be ongoing.

Criterion 2.1.2

Curricula used by *Comprehensive Education Institutes*, whether adopted or original, must have been developed using all of the following steps:

- Performance of needs assessment/gap analysis
- Development of goals and objectives
- Use of effective education and training methods
- Selection or creation of relevant education and training materials
- Performance of program and learner assessment

Criterion 2.2: Resources for Delivery of Effective Education

Comprehensive Education Institutes must utilize appropriate faculty, devices, simulations and simulators, technologies, and techniques to effectively achieve the curricular goals.

2.2.1

Course directors and faculty must have subject matter expertise and be effective educators. *Education Institutes* must ensure that faculty have access to necessary training to implement the education and training programs and use the appropriate technologies. For *Comprehensive Education Institutes*, this includes offering faculty development programs, ‘training the trainer’ instruction, and courses.

2.2.2

Education Institutes must use training devices, simulation systems, advanced technologies, and other teaching techniques that are appropriate for the curricula.

Criterion 2.3: Assessment of Effectiveness of Education

Comprehensive Education Institutes must evaluate the effectiveness of the education and training through assessment of learning, performance, and outcomes; assessment of faculty; and demonstration of continuous improvement in the education and training programs based on these assessment data.

Comprehensive Education Institutes

Standard III – Administration, Management, and Governance

Comprehensive Education Institutes will:

- Have appropriate facilities, sufficient resources, and dedicated staff.
- Manage their programs and resources to effectively meet their institutional missions.
- Have a governance structure that ensures effective use of resources and delivery of effective education and training programs.

Criteria for Standard III for Comprehensive Education Institutes

Criterion 3.1: Space Requirements

Comprehensive Education Institutes must:

- Have no less than 1200 square feet of contiguous space dedicated to education and training, and under the direct control of the Institute
- Have no less than 4000 square feet of additional space as needed to meet the education and training needs of the learners, and to accommodate administrative support staff
- Have space to accommodate a minimum of 20 learners at a time for hands-on training
- Have appropriate technology infrastructure to meet education and training goals and objectives
- Provide learners access to the Education Institute sufficient to meet education and training goals and objectives

Criterion 3.2: Personnel Requirements

Comprehensive Education Institutes must have personnel that meet the following requirements:

Criterion 3.2.1: Education Institute Director

The Education Institute Director must:

- Have a term of appointment no less than 3 years
- Have protected time of 25% dedicated to their role as Education Institute Director
- Have educational qualifications (demonstrated by formal training or teaching portfolio)
- Be a member of the Education Institute's Steering Committee's or Advisory Board's Executive Committee (see Criterion 3.6)

Criterion 3.2.2: Education Institute Surgical Director

The Education Institute Surgical Director must:

- Have responsibility for the institute's surgical education and training programs
- Be a surgeon who is FACS or who has received an equivalent designation (see Glossary for definition of "Equivalent Designation")
- Demonstrate a commitment to surgical education
- Have protected time of at least 10% dedicated to their role as Surgical Director of the education institute
- Be a member of the Education Institute's Steering Committee or Advisory Board
- Be responsible for reporting assessment data related to the surgical education and training programs of the Education Institute to the Steering Committee or Advisory Board

Comprehensive Education Institutes

Criterion 3.2.3: Administrative and Support Staff

Comprehensive Education Institutes will have administrative and support staff totaling at least 1.5 full-time employee equivalence (FTE), who perform the duties below. Two of these staff must be at least 0.5 FTE each.

- General accounting and budgetary functions
- Creation of an annual report and utilization data for the Education Institute
- Serving as a liaison between the Institute's Director and outside entities
- Preparation and documentation of continuing medical education (CME) activities for courses and participants
- Ordering supplies
- Scheduling the use of the Education Institute
- Acquisition of the assessment data related to Criterion 2.3
- Conduct ongoing inventories of supplies, simulators, and equipment and make recommendations for the acquisition of new supplies
- Organize resources
- Ensure the safe operation of the AEI through appropriate use of safety and policies and procedures manuals
- Set-up and take-down of skills stations as required

Criterion 3.3: Device Inventory

Comprehensive Education Institutes must list the necessary devices and have the support to use them effectively to meet their learners' and curricular needs.

Criterion 3.4: Financial Resources

Comprehensive Education Institutes must provide:

- An annual budget and a two-year budget projection to confirm that the financial resources necessary to support the Institute are available
- A letter or letters of commitment and affirmation of the budget from the most senior official(s) responsible for support of the Education Institute's budget

Criterion 3.5: Mission Statement

Comprehensive Education Institutes must have a clear statement of the Education Institute's mission that forms the basis for the institute's goals and programs.

Criterion 3.6: Steering Committee or Advisory Board

Comprehensive Education Institutes must establish a Steering Committee or Advisory Board to assist the Institute's staff in making strategic decisions about the learners, curricula, and resources including space, funding, faculty/staff, technologies, and devices; and to evaluate the Institute's effectiveness in meeting its mission, including review of assessment data.

Criterion 3.7: Organizational Structure

Comprehensive Education Institutes must provide an organizational chart that clearly illustrates the governance structure of the Education Institute, including how the steering committee or advisory board fits into the overall governance structure.

Comprehensive Education Institutes

Standard IV – Advancement of the Field

Comprehensive Education Institutes will contribute to the advancement of the field as outlined in the Aim and Goals of the ACS Program for Accreditation of Education Institutes.

It is a goal of the ACS AEI Program that *Comprehensive Education Institutes* will take a leadership role in activities such as collaboration and networking with other institutes, outreach activities, distributed education and training, creation of new knowledge, etc.

Criteria for Standard IV for Comprehensive Education Institutes

Criterion 4.1: Research or Scholarly Activities

Comprehensive Education Institutes will pursue research or other scholarly activities such as:

- Developing innovative methodologies for education, training, and assessment
- Developing and evaluating technologies for education, training, and assessment
- Conducting long-term follow-up of learners and assessment of outcomes
- Developing and validating performance standards that provide practical and useful methods to assess competency
- Disseminate the results of scholarly activities through publications, presentations, and participation in conferences and workshops
- Measuring impacts on quality and outcomes

Criterion 4.2: Involvement in the Consortium of ACS-accredited Education Institutes

Comprehensive Education Institutes will:

- Share knowledge and best practices with members of the Consortium of ACS-accredited Education Institutes
- Share data in the annual report to the ACS Division of Education
- Participate in multi-institutional activities of the AEIs, such as research projects or collaborative trainings
- Participate in annual meetings and other events of the Consortium of ACS-accredited Education Institutes

Focused Education Institutes

Standard I – Learners and Scope of Educational Programs

Focused Education Institutes will:

- Provide education and training for at least one group of learners, one of which must be surgeons or surgical residents.
- Include education and training that improves learners' knowledge and skills, with a goal of improving the safety and quality of patient care.
- Provide education and training that promotes effective communication, interprofessional interactions, and professionalism.

Criteria for Standard I for Focused Education Institutes

Criterion 1.1: Learners

Focused Education Institutes must provide education and training to **one or more groups of learners**.

Required and Additional Learner Group Categories include:

- Surgeons in practice or Surgical Residents (required)
- Physicians from other disciplines
- Residents from other disciplines
- Medical Students
- Allied Health Professionals
- Nurses
- Others

Criterion 1.2: Scope of Educational Programs

Focused Education Institutes will provide education and training based on their learners' needs that address the core competencies within each of the following domains:

Cognitive: to support skill development that revolves around knowledge, comprehension, and critical thinking.

Psychomotor: to support technical skill development relating to procedures, focusing on manual dexterity, judgment, and use of instruments.

Affective: to support development and application of effective interpersonal and communication strategies and professionalism, as well as appropriate attitudes that are associated with patient care.

Criterion 1.3: Accreditation

The Education Institute or the parent institution must be accredited by one of the following bodies: LCME, ACGME, ACCME, and Royal College of Physicians and Surgeons of Canada, as appropriate to learner type. For international Institutes, education and training programs should be accredited by an organization that is comparable to the accreditation bodies listed above.

Focused Education Institutes

Standard II – Curriculum Development, Delivery of Effective Education, and Assessment

Focused Education Institutes will:

- Use effective curricula and education and training methods to address the needs of the learners.
- Use training devices, simulation systems, advanced technologies, and other methods, as appropriate.
- Ensure faculty and course directors have subject matter expertise and are effective educators.
- Evaluate the effectiveness of curricula, educators, and programs through assessment of learners and other outcome measures.

Criteria for Standard II for Focused Education Institutes

Criterion 2.1: Curriculum Development

Curricula used by *Focused Education Institutes*, whether adopted or original, must have been developed using all of the following steps:

- Performance of needs assessment/gap analysis
- Development of goals and objectives
- Use of effective education and training methods
- Selection or creation of relevant education and training materials
- Performance of program and learner assessment

Criterion 2.2 Resources for Delivery of Effective Education

Focused Education Institutes must utilize appropriate faculty, devices, simulations and simulators, technologies, and techniques to effectively achieve the curricular goals.

2.2.1

Course directors and faculty must have subject matter expertise and be effective educators. *Education Institutes* must ensure that faculty have the necessary training to implement the education and training programs and use the appropriate technologies.

2.2.2

Education Institutes must use training devices, simulation systems, advanced technologies, and other teaching techniques that are appropriate for the curricula.

Criterion 2.3: Assessment of Effectiveness of Education

Focused Education Institutes must evaluate the effectiveness of the education and training through assessment of learning and performance, assessment of faculty, and demonstration of continuous improvement in the education and training programs based on these assessment data.

Focused Education Institutes

Standard III – Administration, Management, and Governance

Focused Education Institutes will:

- Have appropriate facilities, sufficient resources, and dedicated staff.
- Manage their programs and resources to effectively meet their institutional missions.
- Have a governance structure that ensures effective use of resources and delivery of effective education and training programs.

Criteria for Standard III for Focused Education Institutes

Criterion 3.1: Space Requirements

Focused Education Institutes must:

- Have no less than 800 dedicated square feet, under the direct control of the Institute
- Have space to accommodate a minimum of six learners at a time for hands-on training
- Provide learners access to the Education Institute sufficient to meet the education and training goals and objectives

Criterion 3.2: Personnel Requirements

Focused Education Institutes must have personnel that meet the following requirements:

Criterion 3.2.1: Education Institute Director

The Education Institute Director must:

- Have a term of appointment not less than 3 years
- Have protected time of 15% dedicated to their role as Education Institute Director
- Have educational qualifications (demonstrated by formal training or teaching portfolio)
- Be a member of the Education Institute's Steering Committee's or Advisory Board's Executive Committee (see Criterion 3.6)

Criterion 3.2.2: Education Institute Surgical Director

The Education Institute Surgical Director must:

- Have responsibility for the institute's surgical education and training programs
- Be a surgeon who is FACS or who has received an equivalent designation (see Glossary for definition of "Equivalent Designation")
- Demonstrate a commitment to surgical education
- Have protected time of at least 10% dedicated to their role as Surgical Director of the AEI
- Be a member of the Education Institute's Steering Committee or Advisory Board
- Be responsible for reporting assessment data related to the surgical education and training programs of the Education Institute to the Steering Committee or Advisory Board

Focused Education Institutes

Criterion 3.2.3: Administrative Support Staff

Focused Education Institutes will have administrative and support staff totaling at least 1.0 FTE, who perform or assure performance of the duties below. One staff member must be at least 0.5 FTE.

- General accounting and budgetary functions
- Creation of an annual report and utilization data for the Education Institute
- Preparation and documentation of CME activities for courses and participants
- Ordering supplies
- Scheduling the use of the Education Institute
- Acquisition of the assessment data related to Criterion 2.3
- Conduct ongoing inventories of supplies, simulators, and equipment and make recommendations for the acquisition of new supplies
- Organize resources
- Ensure the safe operation of the AEI through appropriate use of safety and policies and procedures manuals
- Set-up and take-down of skills stations as required

Criterion 3.3: Device Inventory

Focused Education Institutes must list the necessary devices and have the support to use them effectively to meet their learners' and curricular needs.

Criterion 3.4: Financial Resources

Focused Education Institutes must provide:

- An annual budget and a two year budget projection to confirm that the financial resources necessary to support the Institute are available
- A letter or letters of commitment and affirmation of the budget from the most senior official(s) responsible for support of the Education Institute's budget

Criterion 3.5: Mission Statement

Focused Education Institutes must have a clear statement of the Education Institute's mission that forms the basis for the institute's goals and programs.

Criterion 3.6: Steering Committee or Advisory Board

Focused Education Institutes must establish a Steering Committee or Advisory Board to assist the Institute's staff in making decisions about the learners, curricula, and resources including space, funding, faculty/staff, technologies, and devices; and to evaluate the Institute's effectiveness in meeting its mission, including review of assessment data.

Criterion 3.7: Organizational Structure

Focused Education Institutes must provide an organizational chart that clearly illustrates the governance structure of the Education Institute, including how the steering committee or advisory board fits into the overall governance structure.

Focused Education Institutes

Standard IV – Advancement of the Field

Focused Education Institutes will contribute to the advancement of the field as outlined in the Aim and Goals of the ACS Program for Accreditation of Education Institutes.

Criteria for Standard IV for Focused Education Institutes

Criterion 4.1: Involvement in the Consortium of ACS-accredited Education Institutes

Focused Education Institutes will:

- Share knowledge and best practices with members of the Consortium of ACS-accredited Education Institutes.
- Share data in the annual report to the ACS Division of Education.
- Participate in annual meetings and other events of the Consortium of ACS-accredited Education Institutes.