



Is the *Management of Surgical Emergencies* Course for COSECSA fit for purpose?

In collaboration with GIEESC at WHO

Netherlands Society for International Surgery
14th – 16th November 2014, Amsterdam

Robert Lane

President of the International Federation of Surgical Colleges
Project Director - DFID (UK) / THET LPIP Grant
Programme Director for International Development and Past President,
The Association of Surgeons of Great Britain and Ireland
Surgical Advisor to the Tropical Health Education Trust



The Problem

In sub-Saharan Africa 3% of the world's healthcare workers battle to combat 24% of the global burden of disease.

All countries in the Region (population 272.6 million) have a ***critical shortage of healthcare workers.***

There are only 0.5 surgeons per 100,000 population, far below WHO recommendations.

Patients are suffering and dying unnecessarily simply due to a lack of adequately trained surgical personnel.

Skills Courses

A large number of participant's can be trained at the same time and to the same standard irrespective of their previous level of training or experience.

Train the Trainers for *Management of Surgical Emergencies* Course

1 day Programme

- Introduction, including team working and leadership.
- The Art of Lecturing
- Assessment process, monitoring and evaluation
- Presentations from each specialty lead on their module:
Critical Care, General Surgery, Orthopaedics & Trauma,
Urology, Obstetrics & Gynaecology
- Role Play & Critiquing
- Safe Surgery & Non Technical Skills
- Feedback

Management of Surgical Emergencies

5 Days

- 5 Modules – Critical Care
General Surgery
Orthopaedics & Trauma
Urology
Obstetrics & Gynaecology
- Theatre Nurse Training – 3 days

Management of Surgical Emergencies

designed

“for Africa, in Africa”

Course structure

- Maximum participants – 18 divided into 3 groups of 6 each
- Ideally should have attended a BSS Course
- First or second year Resident (MO's, N.P.C's)

Course objectives

To learn how to assess signs and symptoms of common surgical emergencies and how to initiate an immediate management plan based upon sound principles of clinical practice.

Why undertake assessment?

- Part of a learning process
- Ensures a set standard is achieved
- Indicates whether any part of the Course is deficient or is not required
- Motivates trainees
- Measures effectiveness of training

Assessment Process

- Pre-course log book for 3/12
- Pre-course MCQ's to assess **current** knowledge & skills
- Formative assessment during MSE course
- Post course MCQ's to assess **acquisition** of knowledge & skills
- Summative assessment and feedback
- Log book & questionnaire 6/12 post course to assess **retention** of knowledge, skills and impact upon practice
- 6 months trainer report

Formative Assessment – global rating scales

Good
= 3

Satisfactory
= 2

Unsatisfactory
= 1

Knowledge

Excellent

Safe Pass

Borderline –
(for discussion)

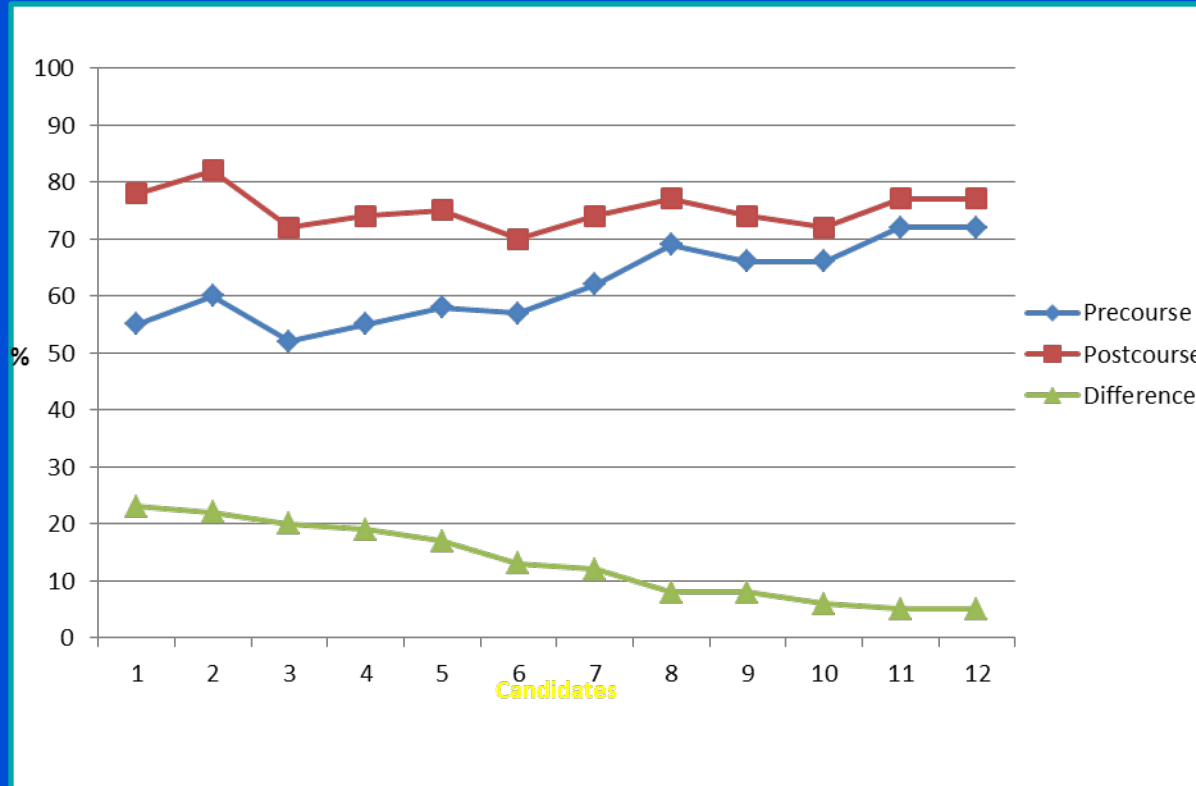
Technical
ability

Natural talent,
well above
average

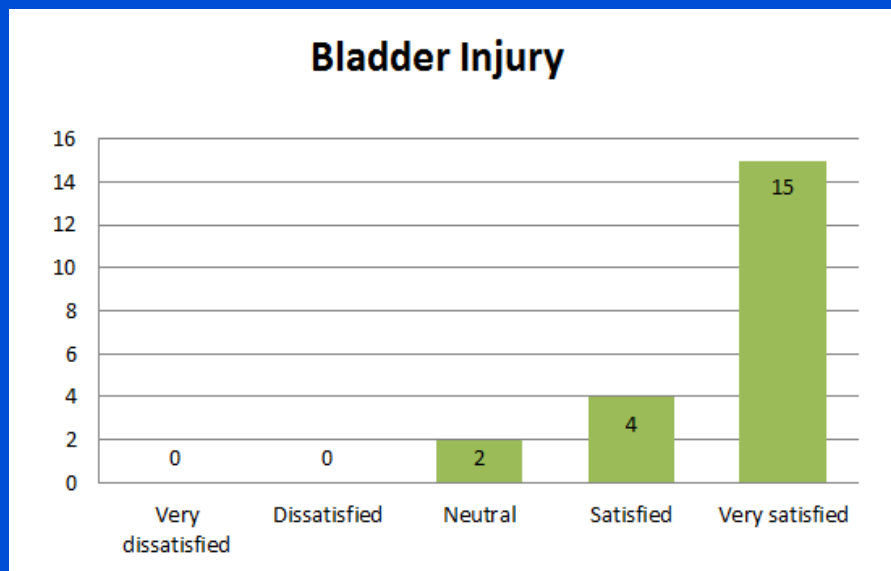
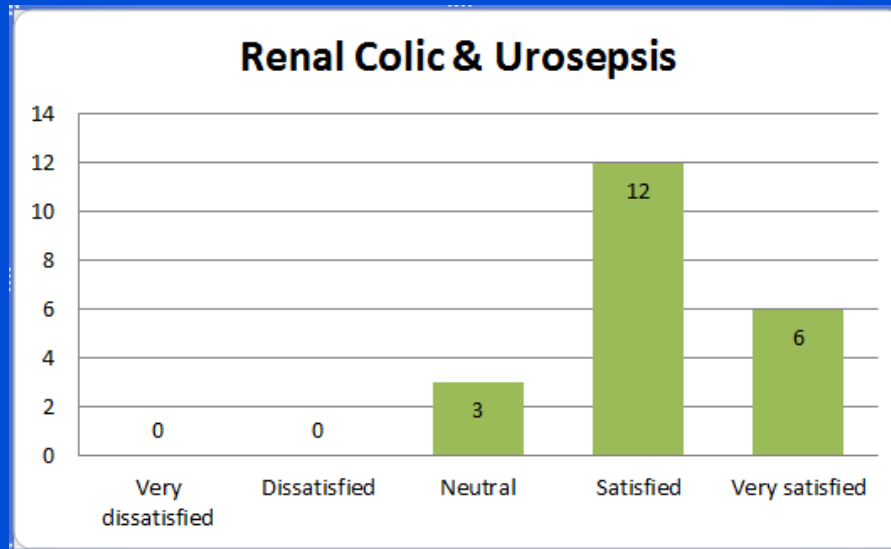
Safe pair of hands

Limited skills
no progress

Pre & post course MCQ's



Assessment - specific



Assessment

six month post course example

Module	Very useful	Useful	Slightly Useful	Not Useful
Critical Care	60%	30%	5%	5%
General Surgery	70%	25%	5%	
Orthopaedic & Trauma	75%	25%		
Urology	35%	60%	5%	
Obstetrics	10%	35%	35%	10%



Conclusion



The *Management of Surgical Emergencies* Course
after rigorous assessment
is
fit for purpose



SYMPOSIUM
SURGERY IN LOW RESOURCE SETTINGS
NOVEMBER 14TH-16TH 2014

WHAT
IS YOUR
ROLE?



va. communication by design

 ThesisApps
VERSPREID JE PROEFSCHRIFT ALS MOBIELE APP

 REDERIJ DE NEDERLANDEN
BELEEF AMSTERDAM