



GUIDELINES FOR ATLS INITIAL SITE VISIT

To designate a new ATLS site, the State Chair or their designee must conduct a review of the site based on the below guidelines.

Before Conducting Site Visit:

1. Determination of Need: State Chairs will work with the ACS Office to conduct a review of current course offerings, course locations and current course demand for the location of the new site request, to determine if there is a need for an additional site.
2. Ensure that there is a trained ATLS Coordinator and Course Director assigned to the site.

During the ATLS site visit, the following items must be discussed and reviewed:

1. Course overview
2. Course ownership, sponsorship, trademark, and copyright
3. Continuing Medical Education (CME) in the U.S. and Canada
4. Funding sources in the U.S. and Canada
5. Organizational structure and roles
6. Surgical skills
7. Facility review
8. Surgical skills laboratory and choice of patient models

Please see below for detailed explanations of each of the above items. Please sign the below checklist, indicating that all the items have been discussed, and return to the ACS office following the site visit.

The State Chair or their designee can deny approval of new sites for any of the following reasons:

- The current demand for courses is already being met by approved ATLS sites in the immediate geographical area.
- The facility does not comply with ACS guidelines for an educational facility and/or government regulations for the surgical skills taught, if non-human, live patient models are used.
- The site does not have a dedicated course coordinator or director in place to facilitate courses.
- The site does not have the necessary equipment needed to conduct the skills stations.
- The site intention is in conflict with the not-for-profit vision, mission, and values of ATLS and/or the American College of Surgeons.

ATLS COURSE OVERVIEW

ATLS Vision Statement

The Advanced Trauma Life Support (ATLS®) program is a global education curriculum that provides a systematic, concise approach to trauma patient care, to help improve trauma patient outcomes across the world.

ATLS Mission Statement

The Advanced Trauma Life Support (ATLS®) curriculum is a not-for profit program that aims to provide health care professionals with access to education that will enhance the skills needed to accurately provide an initial assessment, resuscitate, stabilize and determine next steps in the care of an injured patient. The ATLS program is taught globally in diverse hospital settings in several languages to physicians and other health care providers. The knowledge and skills taught in the course are easily adapted to all venues for the care of patients globally.

Core Values Definition

- To improve injured patient outcomes globally
- To provide a global education curriculum for the care of the injured patient
- To provide a curriculum that can be implemented in multiple settings utilizing disparate resources
- To provide multiple delivery mechanisms for ease of accessibility; through mobile apps and learning platforms
- To disseminate curriculum across the globe in multiple languages

ATLS CURRICULUM OBJECTIVES

The ATLS program provides participants with a safe, reliable method for immediate management of the injured patient and the basic knowledge necessary to:

- Assess the patient's condition rapidly and accurately.
- Resuscitate and stabilize the patient according to priority.
- Determine if the patient's needs exceed a facility's capabilities.
- Arrange appropriately for the patient's definitive care.
- Ensure that optimum care is provided.

COURSE OWNERSHIP, SPONSORSHIP, TRADEMARK, AND COPYRIGHT

Advanced Trauma Life Support® and ATLS® are proprietary trademarks and service marks owned by the American College of Surgeons and cannot be used by individuals or entities outside the American College of Surgeons (ACS) Committee On Trauma (COT) organization for their goods and services without ACS approval. Accordingly, any reproduction of either or both marks in direct conjunction with the ACS ATLS Program within the ACS Committee on Trauma organization must be accompanied by the common law symbol of trademark ownership.

The ACS is a not-for-profit organization. Courses conducted under its auspices and under the aegis of its SP/COT are not for entrepreneurial venture or for profit. Tuition fees and profit/loss margins are monitored carefully by the S/P COT Chairs and staff members in the ACS ATLS Program Office. Tuition fees charged should be commensurate with conducting a quality program that is above reproach. Any profits generated from the

conduct of ATLS courses are to be used to further trauma education by the S/P COT and institutions cosponsoring the courses.

The manuals and related course slides are copyrighted by the American College of Surgeons, and these copyright interests are enforceable internationally. These materials may not be reproduced in any form without written permission from the ACS. Pages in the ATLS® ATLS Course Administration and Faculty Guide (e.g. evaluation forms) that may be duplicated for direct use in conjunction with conducting an approved ACS ATLS Course include a notation for permission to duplicate. Contact the ACS ATLS Program Office at atls@fac.org or 312-202-5160 for further information.

CONTINUING MEDICAL EDUCATION (CME) IN THE U.S. AND CANADA

The American College of Surgeons is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for licensed, practicing physicians.

As an accredited provider of Continuing Medical Education (CME), it is imperative that the American College of Surgeons be in compliance with all policies outlined by the ACCME. Failure to follow the policies and procedures outlined below may result in a suspension of all ATLS course activity. We cannot and will not make exceptions to these policies as doing so could jeopardize our organization's ability to provide CME for our educational programs. We thank you in advance for your cooperation.

For a full listing of all CME policy and requirements, please refer to Section 1 and Section 4 of the Course Administration and Faculty Guide.

FUNDING SOURCES IN THE U.S. AND CANADA

Coordinators may be contacted by commercial organizations (e.g. pharmaceutical companies, equipment companies) that may wish to provide support for an ATLS course (such as paying for lunch). Outside funding of an ATLS course from a commercial source can only be accepted as and must be in the form of an unrestricted educational grant. Gifts "in kind", such as equipment for the course, are also a type of educational grant. Both types of commercial support must be formalized. In accordance with ACCME requirements, the terms, conditions, and purposes of such grants must be documented by a signed agreement between the commercial supporter and the accredited provider (the American College of Surgeons).

Any company providing commercial support must sign the ACS Letter of Agreement. The contract must be returned to the ACS ATLS Program office before the course is conducted. If commercial support is being given for a particular course, this information must be identified on the course authorization form at the time the course is being requested. If commercial support is made available after the course is already authorized, the ACS ATLS Program office must be notified in writing and a commercial agreement forwarded for signature.

The allocation of the money must be included on the course receipts and disbursement form sent to the ACS ATLS Program office with other post-course reports. The commercial supporter also has the right to request information on the expenditure of the funds provided. Commercial support in the form of an unrestricted educational grant or gift in kind must be acknowledged in print announcements and brochures before the course or as a special handout during the course.

Commercially supported social events should not compete with the educational sessions. Printed acknowledgement of commercial support of an event is limited to the program. Signs, table tents, centerpieces, etc., with the sponsor's name on them are not allowed.

If commercial support is given to the cosponsoring organization for an ATLS course, the participants and faculty must be queried about the perception of the commercial bias that may have occurred or did not occur during the educational activity. This inquiry is included on the course evaluation form.

ORGANIZATIONAL STRUCTURE AND ROLES

The ATLS Program is an education program developed for healthcare professionals that encounter trauma patients. This program provides systemic and concise training for the early care of trauma patients. The ATLS program provides participants with a safe, reliable method for immediate management of the injured patient.

The following faculty types make up the foundation of the ATLS course:

Faculty Roles

FACULTY TYPE	DESCRIPTION
Course coordinator	Organizes course; works closely with course director
National coordinator	Lead (international) coordinator, who serves as primary contact for a country to the ACS ATLS office, conducts quality assurance reviews of course sites, and shares ATLS updates with all course sites in their respective country
Educator	Teaches prospective ATLS instructors how to teach, with a focus on ATLS education principles; works closely with instructor course director
Senior educator	Senior ATLS educator and present or past member of the SEAB who leads educator candidate training and evaluation
Regional educator	ATLS educators appointed by the Region Chiefs who have responsibility for promulgations throughout their regions. They will ideally be Senior ATLS educators.
Instructor	Leads interactive discussions, skill stations, triage scenario discussion groups, initial assessment testing scenarios; evaluates cognitive and practical skill performance
Student course director	Works closely with coordinator to lead in all areas of the student course; presents overview lecture and is present throughout entire course; provides quality assurance, monitors instructors and other faculty
Student course co-director	Works closely with coordinator and student course director in all areas of the student course; assists with all student course director duties; must serve alongside a student course director (surgeon); may serve as second required course director in a course of ≥ 24 students
Instructor course director	Works closely with coordinator and educator in all areas of the instructor course; adheres to ATLS educational principles; presents lectures; provides quality assurance, monitors course participants and other faculty

COT Nominated Roles

FACULTY TYPE	DESCRIPTION
State/provincial (S/P) faculty	Experienced and active ATLS course instructor/director; monitors and evaluates faculty candidates (instructor, student course (co)director); appointed by the S/P chair based on need within area. S/P faculty status is required to become an instructor course director.
S/P COT chair	S/P committee on trauma chair is a nominated member of the regional COT. The S/P chair oversees ATLS course activity in his or her respective S/P.
Regional faculty	Title reserved for current and past S/P COT chairs who are qualified instructors/course directors. Regional faculty may conduct new site visits if designated to do so by the current S/P COT chair; required to monitor instructor course director candidates.
Region chief	The region chief is a nominated member of the national COT committee, an experienced trauma surgeon, and a current ATLS instructor and course director. He or she provides guidance, counsel, and oversight to the S/P COT chairs who form part of his or her region.
National faculty	Title reserved for current and past region chiefs, as well as ACS COT committee chair, vice chair, and members of the ATLS committee.

Support Personnel

FACULTY TYPE	DESCRIPTION
Live patient model (moulage)	Interprets role of trauma patient during initial assessment testing scenarios
Moulage/makeup artist	Applies moulage makeup to live patient models; professional or amateur
Nurse assistant	Participates in initial assessment testing scenario; adds reality to scenario
Web contact	Assists course coordinator administratively; serves as primary contact for course registration
Test proctor	Monitors participants during written posttest; assists course coordinator with test scoring

SURGICAL SKILLS

The use of live, nonhuman patients in this course is in full compliance with the Federal Animal Welfare Act (7 U.S.C.2131-2159; https://www.aphis.usda.gov/animal_welfare/downloads/awa/awa.pdf) and with the College statement below. The use of dead animal parts is not advocated. The American College of Surgeons (ACS) has issued the following statement regarding the use of animals in research and education:

The American College of Surgeons supports the responsible use and humane care and treatment of laboratory animals in research, education, and product safety testing in accordance with applicable animal welfare laws. Further, the membership believes that only as many animals as necessary should be used; that any pain or distress animals may experience should be minimized and alleviated; and that, wherever possible, alternatives to the use of live animals should be developed and employed.

The American College of Surgeons believes that now and in the foreseeable future it is not possible to completely replace the use of animals and that the study and use of whole living organisms, tissues, and cells is an indispensable element of biomedical research and education.

The ACS Committee on Trauma (COT) State/Provincial (S/P) Chairs are responsible for ascertaining that individual course sites are in compliance with the regulations and standards before approving a course. It is imperative that everyone (faculty, participants, and auditors) involved with an ATLS course actively ensure that all patients, regardless of the species used, are treated humanely and with appropriate dignity. All patients must be legally acquired, and properly cared for and maintained before, during, and after the exercise. If nonhuman species are being used, they must be fully anesthetized at a surgical level of anesthesia during the exercise, and humanely euthanized at the end of the exercise, without being permitted to regain consciousness. These measures ensure that the welfare of the nonhuman species used is protected to the greatest extent possible.

The manner in which these laboratory exercises are conducted must be above reproach and must adhere strictly to all applicable laws and regulations. When the ATLS course is conducted outside the United States, the appropriate agency that regulates the procurement, use, and handling of animals or cadavers must be consulted before the course is conducted to ensure conformity with the regulations mandated by that country's government.

FACILITY REVIEW

Several factors should be considered when selecting the course facility. Often, rooms need to be reserved 6 months to a year in advance to accommodate course needs and ensure a well-organized floor plan. Medical schools and teaching hospitals are good facilities for the ATLS course because the necessary equipment, patients for the surgical- skill sessions, and technical staff are often readily available. ATLS student courses may be held outside of these types of medical facilities if other hotel or convention facility accommodations are more readily available, but only if manikins are used as the task trainers in the Surgical Skills Practicum.

Faculty Room

A small classroom, reserved solely for faculty use, is advantageous. It provides a place for faculty to review their slides before lecturing, as well as for impromptu faculty meetings, test scoring, and private conversations with students who may require remedial work. The room should be equipped with a computer, internet access and a printer so that coordinators can print student cards and certificates toward the end of a course. Reservations should be made for equipment to review slides in the faculty room. This second projector also may serve as a backup to the one being used in the main lecture area in the event of equipment failure.

Lecture Area

The classroom should have good acoustics, ventilation, and lighting that can be altered to accommodate adequate viewing of the slides and the presenter. The classroom should be in an area with minimal distractions from outside noise and activity. Depending on the size of the classroom, an adequate sound system with a lavalier microphone may be necessary.

The classroom should be large enough to accommodate the number of registered participants, auditors, and faculty members in attendance. However, the room should not be so large that the participants become "lost" in the maze of seats or space.

The classroom should be arranged with tables and chairs in a comfortable classroom style, allowing enough room for all participants, faculty, and staff to sit comfortably and to see the slides and the lecturer clearly. The

classroom also should have a rear exit, enabling faculty members to come and go quietly without distracting the lecturer and participants.

An LCD projector and computer for use by the lecturer should be in proper working condition. The screen should be large enough for all participants to see the slides clearly. A handheld or laser pointer should be available.

Practical Skill Station Area

- Near the lecture room, preferably same building and floor
- Uncarpeted area with sinks
- Must be conducted in accordance with regulations and standards by the appropriate government agency if nonhuman and human species are used.
- Licensed veterinarian must be involved if using non-human species
- All necessary surgical equipment must be present or easily obtained, and in good condition

Break and Meal Arrangements

Students are allowed to make their own lunch arrangements. Arrangements for breaks and meals can be made with the facility at which the course is being conducted or through a private catering service. Please take determine if any students have any special dietary needs.

SURGICAL SKILLS LABORATORY AND CHOICE OF PATIENT MODELS

The practical skills station area needs to be set up near the lecture area, preferably in the same building and on the same floor, to prevent the delay and confusion of moving from one area to another. The Coordinator may need to add time to the course schedule to accommodate movement of the participants from one area to another if these areas are not adjacent.

The Surgical Skills Practicum must be conducted in accordance with regulations and standards mandated by the appropriate government agency if nonhuman or human species are used. The facility must be licensed for animal research with surgery capabilities if live, nonhuman species are used.

A licensed veterinarian must be actively involved and have a copy of the skills procedures performed and guidelines used during this session. The veterinarian also should receive a copy of, Preparations for surgical skills teachings in the Faculty Manual, which includes sample forms for completion by the Coordinator and Director as principal investigators. In addition, arrangements should be made for the veterinarian and/or Course Director to speak with the faculty and students before the surgical skills teachings concerning the conduct of this session.

Arrangements also may be needed for the veterinarian to orient faculty to the anatomy and characteristics of certain nonhuman species. Fresh, fresh-frozen, and semi-preserved human cadavers and a body-type manikin can be used in lieu of live nonhuman species.

Whenever possible, skills stations should be conducted in separate rooms within one area. Dressing rooms may be necessary for participants to change into surgical garb for the surgical skills teachings.

The Initial Assessment and Management Skill Stations should be conducted in an uncarpeted area with sinks and bathing facilities (if possible) for cleanup purposes. The use of simulated blood, dirt, and makeup can result in an untidy environment. A laboratory-type setting for this station eases the cleanup process.

CME Checklist

Before the Course

- Send Disclosure Forms to all Speakers/Moderators/Presenters/Discussants
- Review all Disclosure Forms for any noted Conflicts of Interest (COIs)
- Complete Speaker Management Forms for all faculty members that indicate a COI
- Disclosure List compiled indicating all Speakers/Moderators/Presenters/Discussants names and disclosures
- Complete and sign Letters of Agreement (LOAs), if receiving educational grants. Submit these letters to the ACS office for review and approval **at least two weeks prior** to your course date
- Evaluation Forms printed (or electronic system set up)

During the Course

- Provide and distribute the course program as described in the course program requirements template (Section 4: Resources of the Course Administration and Faculty Guide).
- Ensure that all participants have completed the course evaluation form
- If receiving any educational grants, ensure that an acknowledgment is made to these commercial companies either on a PowerPoint slide at the beginning of the course or printed clearly on a sign visible to all participants. **Note: Signs, advertising, or representatives for these companies are not permitted inside of any class areas.**
- In the event that exhibitors are present, note that **signs, advertising, or representatives for these companies are not permitted inside of any class areas.**
- Print all CME certificates and non-physician certificates of attendance at the conclusion of the course to distribute on site.

After the Course

- Complete and submit the online post-course report in the CMS **within 60 days of the course**
- Scan and upload the printed version of the course program with skill station rotations, COI management forms (if applicable), candidate critique forms, 3 unique copies of the course evaluation forms (completed by the students) and 3 unique copies of the post test answer sheet from CME eligible participants into the CMS within 60 days of the course.