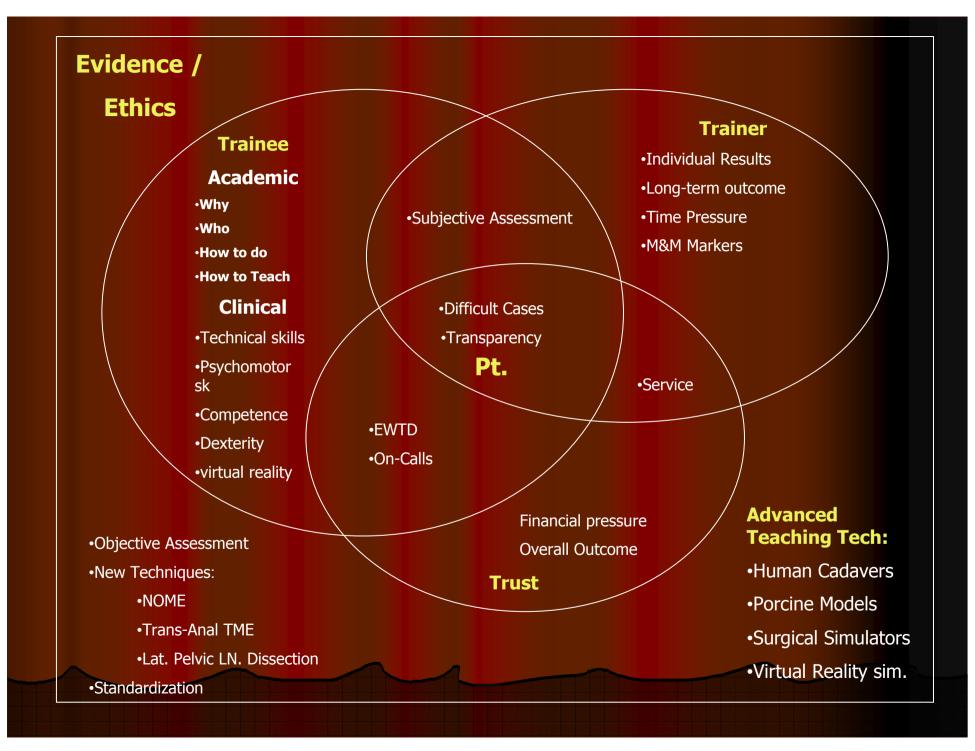
# Challenges in teaching TME "The Holy Plane of Rectal Surgery"

### Amir Morgan

Consultant Colorectal Surgeon East Suffolk & North Essex NHS Foundation trust





# The Challenges of:

# 1] Finding the Good Teacher: Who should be a Trainer?

- Typically surgical learning is based on an apprenticeship model.
  - Assessment of technical proficiency is the responsibility of the trainers.
  - However, their assessment is largely subjective and unreliable
- All current Colorectal consultants are surgical trainers:
  - Trainers themselves have not been subjected to an objective assessment
  - There is no current valid evidence that all consultants can play that role
  - Individual results have recently been published

# 2] Finding Good Schools: Where Should Training take place?

- Volume of Work:
  - No current guidance to the minimum volume of work in training Centers
  - Role of Centralization of service for Quality & Teaching & Research purpose
  - Role of Sub specialization
- Extending the National Fellowship Programms:
  - No current sufficient place for all colorectal trainee
- International Overseas Experience and Trainee Exchange Programms

## 3] Developing a Flexible Training that individually suits trainees: Time

- Current Surgical training allows only 3 Years of Specialty Training "Colorectal" TME
  - Not all trainees require the same time to achieve the same target.
  - No current assessment for General surgery skills before entering the speciality training stage.
  - No current consideration for previous experience or actual technical skills.

# 4] The Need to develop a Valid and Reliable assessment tools: Focused on TME

- Current Evaluation of a Trainee:
  - Logbook
  - Time taken to perform a procedure
  - ARCP, WPA
  - Exam: MRCS, FRCS
  - Individual Reports
- These are indicative merely of procedural performance and not a reflection of TME operative ability and therefore lack content validity
- We should move towards
  - Global rating scales, such as OSATS (objective structured assessment of technical skills)
  - Dexterity analysis systems,
  - Virtual reality simulators
  - Analysis of the final product on bench models
  - Error scoring systems
- Continuous Evaluation of outcome: Trainees & Trainers
  - Role of Pathologist in Evaluating the TME Specimen "Standardization of Reporting"
  - Encouraging an external evaluation of quality of TME
  - Role of retraining

### 3] The Need to Develop an organized TME Teaching Module / Curriculum:

- The current TME Teaching during the Specialty Surgical Training:
  - No Mandatory TME Courses
  - Only Final Year Exam studies
  - Left for Trainee
  - No Role for More Advanced Surgical Tools:
    - Dexterity analysis systems
    - Virtual reality simulators
- The Teaching Module should clearly include:
  - Academic Teaching & Testing :
    - Berkeley Moynihan 1908: TME; The monoblock resection of lymphatic field. The applied anatomy of Lymphatic System
    - Swedish / Dutch / MRC (CR07) / Prof. B Heald Series
    - "Quality of TME": Effect of the plane of surgery achieved on local recurrence in patients with operable rectal cancer: a prospective study using data from the MRC CR07 and NCIC-CTG CO16 randomised clinical trial: "Quality of TME":
      - Good TME 52%: LR 4%
      - Intermediate 34%: LR 7%
      - Poor 13%: LR 13%
    - Radiological Modalities: MRI, Endo-anal US
- Laboratory Teaching:
  - Human Cadavers
  - Porcine / Animal Models
  - Surgical Simulators
  - Virtual Reality simulators.
- Supervised TME Practice.
- Advanced Teaching:
  - Nerve oriented TME
  - Transanal TME
  - Robotic / SILS

### 5] Challenges in Teaching Decision making Process:

- Who needs TME?
  - The balance between Functional and oncological Outcome
  - Patients Selection for Sphincter Saving Procedure; Quality of Life
  - Challenge of dealing with Complications; Anterior resection Syndrome
- What Access should be used ?
  - CLASSIC; EnRol, LAFA Trials
  - Adv: More complete TME with intact visceral fascia, Lower anastomosis, less violation of Denonvilliers Fascia
  - Disadvantages: Sexual & Bladder dysfunction, Learning curve, Conversion

### **6] Challenges in Operative theatre:**

- Developing new instruments for lighting (Attached to Retractors)
- Use of High Definition Head Cameras and Monitors
- Laparoscopic Illustrations

### 7] The Challenge of finding sufficient Resources:

- Service Lists & Training Lists
- Shifting current Recourses towards developing Good Quality Surgeons :
  - Why Prof. B Heald had 4% LR , Less than rates achieved using multimodality treatment ?
- Investing in Simulators and animal labs.
- Virtual reality simulators

### 8] Challenges in involving the patient in the teaching process:

- Should be a basic part of the consenting process
- What can we provide to encourage patients to participate?
- Treatment in specialized centres!

### 9] Teaching the fact that "All TME Cases should be recruited in Randomized Trials":

- Assessment of functional Outcome is still unclear
- Laparoscopic Role in TME is still being Evaluated
- The Documentations of surgical procedures should be improved
- Should all cases be video taped for retrospective analysis and teaching

### 10]The Challenge of finding sufficient evidence to facilitate Decision Making:

- Role of TME in Moderate Risk Locally Advanced Rectal Ca
- Patients Reported outcome measures in Colorectal Ca
- Challenging reports addressing value of lateral Pelvic LN dissection
- Nerve-oriented mesorectal excision (NOME)
- Trans-anal TME

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