

Instructions OSKit Practical Exercise—Faculty Education Program

As part of the FEP face-to-face event you will be asked to carry out a teaching session acting as a table instructor. You will be assigned one of the following two exercises to teach:

FEP Practical Exercise 1:

Oblique fracture—comparison of stability with 3 methods

FEP Practical Exercise 2:

Transverse fracture—comparison of stability with 3 methods

The Scenario

The practical director of your session has sent you the video for your practical exercise and the corresponding learning outcomes. He asks you to prepare your exercise in order to ensure that those learning outcomes will be reached by your participants.

Learning Outcomes Practical Exercise 1:

1. Reduce an oblique fracture using a fracture model and fix it using 3 different fixation strategies.
2. Understand the stability afforded by each fixation strategy by comparing the stabilized models.
3. Choose the optimal fixation strategy when treating an oblique diaphyseal fracture.

Learning Outcomes Practical Exercise2:

1. Reduce a transverse fracture using a fracture model and fix it using 3 different fixation strategies.
2. Understand the stability afforded by each fixation strategy by comparing the stabilized models, and appreciate the impact of screw type and plate length on stability.
3. Choose the optimal fixation strategy when treating a transverse diaphyseal fracture.

You can find the two videos pertaining to the two practical exercises in the Virtual Learning Space of your FEP under the content of Week 5 "Running a practical exercise". Please study the videos so you are familiar with the exercises and the equipment used. During the FEP face-to-face event you will have 20 minutes of preparation time but this will likely not be enough if you are completely unfamiliar with the exercise.

FEP Practical Exercise 1—Instructions

Oblique fracture—comparison of stability with 3 methods

Step 1: Independent lag screw

- ➔ Insert one lag screw and test the stability



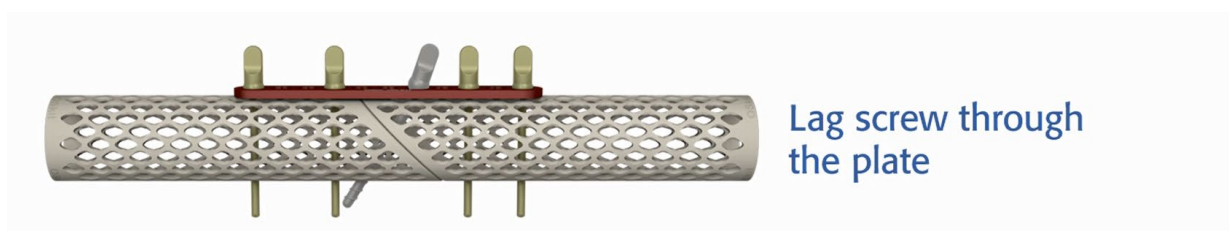
Step 2: Independent lag screw and protection neutralization plate

- ➔ Add a neutralization plate with four cortex screws, test the stability and compare it to the previous model



Step 3: Lag screw through the plate

- ➔ Exchange one of the cortex screws in the plate with the lag screw, test the stability and compare it to the previous models

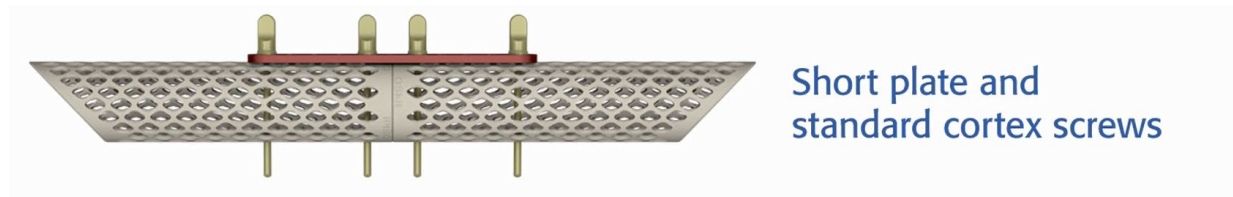


FEP Practical Exercise 2—Instructions

Transverse fracture—comparison of stability with 3 methods

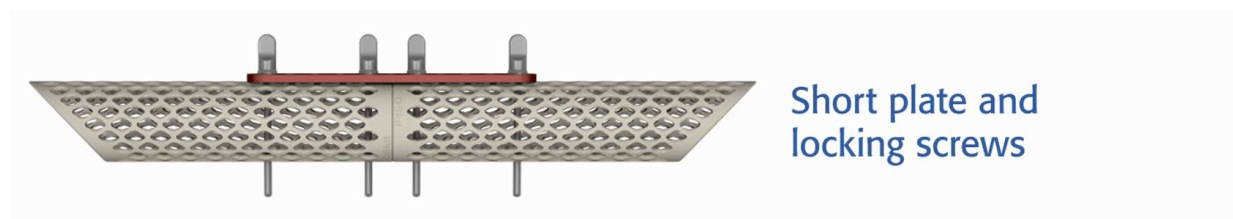
Step 1: Short plate and standard screws

- ➔ Apply the short neutralization plate to the transverse fracture with four cortex screws and test the stability



Step 2: Short plate and locking screws

- ➔ Exchange the standard screws with locking screws, test the stability and compare it to the previous model



Step 3: Long plate and locking screws

- ➔ Exchange the short with the long plate, test the stability and compare it to the previous models



Timetable

Duration	Activity
0:10	Introduction to the exercise. Revision of online material relating to the 4 stage teaching model
	Split into four groups—A, B, C, D—4 participants in each
0:20	Room 1—Group A and C Prepare FEP practical exercise 1—“Oblique fracture—comparison of stability with 3 methods”. Room 2—Group B and D Prepare FEP practical exercise 2—“Transverse fracture—comparison of stability with 3 methods”.
0:20	Room 1: Group A teaches group B the FEP practical exercise 1— “Oblique fracture—comparison of stability with 3 methods”. Room 2: Group D teaches group C the FEP practical exercise 2— “Transverse fracture—comparison of stability with 3 methods”.
0:20	Room 1: Debrief of teaching session—groups A and B with facilitator Room 2: Debrief of teaching session—groups C and D with facilitator
0:20	Break
0:20	Room 1: Group C teaches group D the FEP practical exercise 1— “Oblique fracture—comparison of stability with 3 methods”. Room 2: Group B teaches group A the FEP practical exercise 2— “Transverse fracture—comparison of stability with 3 methods”.
0:20	Room 1: Debrief of teaching session—Groups C and D with facilitator Room 2: Debrief of teaching session—Groups A and B with facilitator