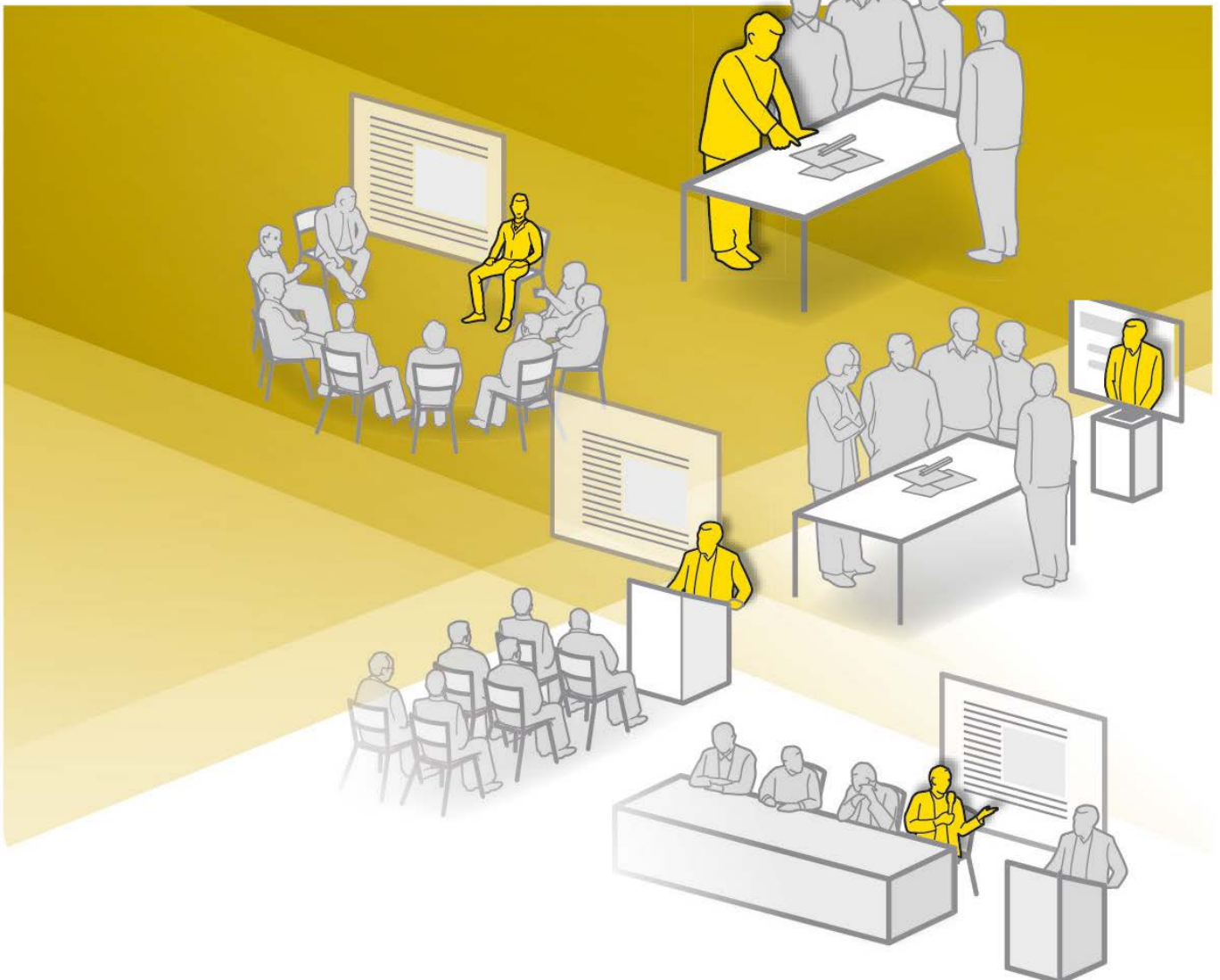


AO Faculty Education Program (FEP)

SYLLABUS

The purpose of this syllabus is to provide an outline and summary of the topics covered in the AO Faculty Education Program (FEP). The syllabus acts as a roadmap and guide for the preparation of online and face-to-face training elements, offers practical, detailed information, such as the content and educational methods of each module and learning outcomes for each session with the goal of improving the success of these events.

As we know, education based on learning outcomes is both effective and measurable, as well as placing the focus on learning rather than teaching. A learning outcome states what learners are expected to know, understand, or be able to do at the end of the learning activity. Having well-formulated, clear learning outcomes helps our faculty learners recognize what is important and of value for them to transfer into their own practice as educators. Learning outcomes should always refer to observable and measurable knowledge, skills, and attitudes.



Goal of the program

The AO Faculty Education Program (FEP) is designed to train AO faculty by improving their educational skills, knowledge, and expertise. In order to achieve this goal, participants have the opportunity to explore a variety of teaching methods, concentrating on practical skills rather than on theory.

Target participants

Participation is by invitation only.

New or existing faculty who fulfill the following requirements:

- AO member
- Assigned as faculty to an AO course within 3–6 months upon FEP completion
- Completed both the Basic and the Advanced Principles of Fracture Management courses or equivalent in other Clinical Divisions
- Recommendation by the AO Country Council
- Good working knowledge of the language in which the FEP is being taught

AO's Faculty Competencies

1. Teaching methods and techniques

1.1 Give a lecture

1.2 Lead a discussion group

1.3 Run practical exercises/skills labs in the role of table instructor/practical director

1.4 Moderate an educational session (not taught in FEP)

1.5 Teach using online resources and methods in the virtual learning space (not taught in FEP)

2. Working with learners

2.1 Motivate learners

2.2 Encourage interaction with and between learners

2.3 Give appropriate feedback about performance

2.4 Promote and plan for reflection

2.5 Address potential barriers with learners

3. Assessments and outcome related information

3.1 Use information about learner motivation, needs and cultural context

3.2 Work with educational outcomes throughout teaching

3.3 Monitor learning during the educational activity

3.4 Evaluate and improve personal teaching performance

4. Manage time and logistics

4.1 Manage preparation time and logistics as part of educational strategies

5. Content

5.1 Integrate evidence based content

5.2 Ensure fair and balanced content

5.3 Meet standards of accreditation

5.4 Disclose conflict of interest

5.5 Ensure content is aligned with the curriculum

Course description

1. Online preparations—five weeks prior to the face-to-face event

These preparations start with a self-assessment. During the five weeks participants are required to complete online self-study and engage in online discussion. The intention is to give a foundation and reach a common understanding of how adults learn, giving a lecture, running practical exercises, and leading group discussions. Participants are encouraged to use the online platform to get to know their fellow participants and start interacting with each other.

2. Face-to-face event—1.5 days

The face-to-face event begins with an interactive morning session that establishes an understanding of quality education at AO courses. Each participant gives a 7-minute presentation, runs a 10-minute discussion group, and should prepare for a practical exercise demonstration. Following these presentations, discussion groups, and practicals, the participant receives detailed feedback from the group and the faculty/educator. To improve participants' teaching technique, they will be filmed during the presentation session and given feedback on their performance.

3. Online follow-up—three weeks

These activities start with a self-assessment followed by contribution to an ongoing online discussion.

FEP—Online Activities

→ Before the online activities start, decide who is going to facilitate which week or which discussion!
→ In week 1 all faculty and the educator should be involved since this stage is crucial for building trust and social relationships.

TIP: If you go to a classroom and nobody is there, you might wait for some minutes and then leave and probably not come back. This is the same for online teaching! If participants don't see that somebody is there, they will go away and might not come back.

TEST MODULE

No educational content

The goal of this TEST MODULE is to make sure that all technical issues are solved before the actual online activities start.

Activities for participants:

1. Read the UserGuide (see attachment)
2. Upload your picture to your profile
3. Post the absences you might have from now until 30th October 2013 into the forum
4. Complete the demographic questions in the self-assessment section

Activities for educator and faculty:

-

WEEK 1—Introduction

Introduction

Educational method: Interactive group discussion, self-assessment

Who: Educator and faculty

Learning outcomes

At the end of this activity, the participants should be able to:

- Become familiar with the virtual learning space
- Get to know each other and build trust
- Identify own gaps

Activities for participants:

1. Read the introductory material (user guide, news messages)
2. Introduce yourself in the forum
3. Complete the assessment
4. Read the article "Learning assessment toolkit"

Activities for educator and faculty:

1. Be the first one who introduces him/herself to group to break the ice
 2. Show appreciation for EVERY posting with a short message within 48 hours
 3. Remind participants to respond to their peers' posts
 4. Make sure that every participant does the self-assessment
 5. Review the assessment report and plan appropriately for your FEP
- Keep in mind that the self-assessment has two goals:
1. Show the gaps to the participants and create a certain amount of discomfort
 2. Helps you to understand the motivation level of your participants

WEEK 2—How people learn

How people learn

Educational method: Reading and interactive online module

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Explain how adults learn and what influences their learning
- Recognize obstacles in the learning process
- Describe different strategies to assess and affect learner motivation

Activities for participants:

1. Read the booklet "How people learn"
2. Complete the interactive eModule "How people learn"

Activities for educator and faculty:

-

Motivation

Educational method: Reading and interactive online discussion

Who: Participants, educator and faculty

Learning outcomes

At the end of this activity, the participants should be able to:

- Describe the principle of learner motivation
- Plan educational activities purposefully to address known learner motivation issues

Activities for participants:

3. Read the article "Motivation and facilitation"
4. Discuss the case and answer the posted questions

Case: You are the course chair for an AO Principles course. On the second day, at the early morning precourse meeting with the faculty, you enquire whether any problem participants have been identified. Two students are deemed by the faculty to pose a challenge.

Student A: a mid-level trainee who shows up late to small group discussions and practical exercises; he dismisses the principles proposed in lectures and discussion groups as unimportant or "behind the times"; refers to the things he has learned in his program as being more pertinent to fracture care; demonstrates a relatively shallow knowledge base and modest technical skills in the group discussions and practical exercises.

Student B: a junior trainee who is difficult to engage in discussion in the practical exercises and small group sessions and comes across as indifferent; does not spontaneously offer her ideas and opinions; provides short answers; has a knowledge and skill level appropriate for her level of training.

Questions that can be posted:

1. Describe the differences in apparent lack of motivation to learn in these two individuals in terms of gap/discrepancy analysis.
2. What are other reasons for apparent or real lack of motivation to learn?
3. What strategies would you offer the faculty for assessing and increasing the motivation of student A? What strategies should be avoided?
4. What can the faculty do to increase the participation level of student B? What strategies should be avoided?
5. In the context of an AO course, can instructional methods and techniques be adjusted to accommodate differences in motivation level?

Activities for educator and faculty:

1. Post the first question
2. Make sure that everybody contributes
3. Post the next question when you feel the first question was answered appropriately by a number of participants
4. Summarize the discussion at the end (note that the discussion usually runs longer than one week)

WEEK 3—Giving a lecture

Giving a lecture

Educational method: Reading and interactive online module

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Describe the educational value, advantages, and disadvantages of lectures
- Recognize that organized planning is important for an effective lecture
- Apply best practices when developing presentation slides (eg, amount and depth of content, fonts, animation)

Activities for participants:

1. Read the booklet "Giving a lecture"
2. Complete the interactive module "Giving a lecture"

Activities for educator and faculty:

-

Giving a lecture—discussion

Educational method: Reading and interactive online discussion

Who: Participants, educator and faculty

Learning outcomes

At the end of this activity, the participants should be able to:

- Describe the educational value, advantages, and disadvantages of lectures
- Recognize that organized planning is important for an effective lecture

Activities for participants:

3. Discuss the case and answer the posted questions

Case: You are a young surgeon asked by your professor to present a lecture on a new clinical technique at a meeting in 2 weeks' time as your professor is abroad. You have carried out this procedure under his supervision a number of times. The professor tells you that the presentation is scheduled to last 20 minutes and asks you to get a copy of the presentation from his secretary. When you open the presentation on your computer you find it consists of 132 slides, many quite detailed, and 3 video clips, the longest lasting 5 minutes. The professor's secretary tells you that he last gave it at a congress where he had one hour allocated to present it.

Questions that can be posted:

1. What do you think is the best way to introduce a new surgical technique to an audience?
2. What further information might you require before preparing the presentation and why?
3. How would you set about reducing the content of the presentation to fit the time available, and why?
4. In what ways could you involve the audience with your presentation?
5. After giving your presentation, how would you know if it had been effective?

Activities for educator and faculty:

1. Post the first question
2. Make sure that everybody contributes
3. Post the next question when you feel the first question was answered appropriately by a number of participants
4. Summarize the discussion at the end (note that the discussion usually runs longer than one week)

Giving a lecture—preparation

Educational method: Preparing a lecture

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Prepare a lecture according to AO's 7 principles of education
- Plan a lecture purposefully to stimulate interaction

Activities for participants:

1. Prepare a 7-minute lecture for the microteaching session at the live event

Activities for educator and faculty:

-

WEEK 4—Facilitating small group discussions

Facilitating small group discussions

Educational method: Reading and interactive online module

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Describe the educational value, advantages, and disadvantages of small group discussions
- Describe the roles of a small group discussion facilitator
- Recognize that familiarity with the cases/content is very important for the success of a small group discussion
- Formulate a structure for planning and facilitating a discussion
- Identify a variety of techniques to stimulate discussion
- Describe how to handle participants who over- or under-contribute
- Summarize learning to close a discussion

Activities for participants:

1. Read the booklet "Leading small group discussions"
2. Complete the interactive module "Leading small group discussions"

Activities for educator and faculty:

-

Facilitating small group discussions—video

Educational method: Video (role play) and using checklist, self-assessment

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Evaluate a discussion group in terms of good and bad practice
- Describe feedback rules and how they apply in the AO setting

Activities for participants:

3. Watch the video
4. Read the feedback guidelines
5. Use the checklist to prepare for a feedback session for the small group discussion leader in the video

Activities for educator and faculty:

-

Facilitating a small group discussion—preparation

Educational method: Preparing a small group discussion case

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Prepare a small group discussion, according to AO's 7 principles of education
- Plan a small group discussion purposefully to stimulate interaction

Activities for participants:

6. Prepare a 10-minute case for the small group discussion microteaching session at the live event

Activities for educator and faculty:

-

WEEK 5—Running practical exercises

Running practical exercises

Educational method: Reading and interactive online module

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Describe the educational value, advantages, and disadvantages of practical exercises
- Differentiate between the roles and tasks of practical director and table instructor
- Recognize that familiarity with the procedures and material is very important
- Recognize the importance of ethical considerations and adhere to health and safety guidelines (particularly with anatomical specimens)
- Identify the 4 key stages in teaching practical skills
- Describe the rationale for each of the 4 stages

Activities for participants:

1. Read the booklet "Running a practical exercise"
2. Complete the interactive module "Running a practical exercise"

Activities for educator and faculty:

-

Running practical exercises—preparation

Educational method: Reading and preparing two practical exercises

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Prepare a practical exercise according to AO's 7 principles of education
- Plan educational activities purposefully to stimulate interaction

Activities for participants:

3. Prepare both practical exercises using the two videos and the instructions provided

Activities for educator and faculty:

-

Expectations for the live event

Educational method: Online discussion

Who: Participants, educator, faculty

Learning outcomes

At the end of this activity, the participants should be able to:

- Identify their own expectations for the face-to-face event

Activities for participants:

4. Post their expectations for the live event

Activities for educator and faculty:

1. Read the expectations from the participants and discuss them with the RET at the precourse
2. Come back to the expectations at the end of the live FEP to make sure that everything was covered

Article "Helping physicians learn and change their practice performance"

Educational method: Reading

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Explain why previous CME (continuing medical education) activities have not reached the desired goals of contributing effectively to the profession and to patient care.
- Describe the concept of CPD—continuous professional development—and how it should ensure that CME is appropriately applied to patient care.
- Recognize that the role of teacher is critical to the new CME or CPD and to the intent of this article.

Activities for participants:

5. Reading

Activities for educator and faculty:

-

WEEK 6—Follow-up activities

Running practical exercises

Educational method: Evaluation, self-assessment

Who: Participants

Learning outcomes

At the end of this activity, the participants should be able to:

- Evaluate their own learning experience
-

Activities for participants:

1. Complete postcourse self-assessment
 2. Discussion on "what went well" and "next time" for the FEP
-

Activities for educator and faculty:

1. Remind participants to respond to their peers' posts
2. Make sure that every participant does the self-assessment
3. Review the pre- and post-assessment report and share the information with other RETs in your region

→ Keep in mind: the post-assessment does not measure the increase in knowledge but helps the participants to understand where they are and reinforces the learning from the face-to-face FEP

FEP—Face-to-face event

1 Welcome & introduction

Introduction—15'

Educational method: Presentation

Who: Faculty (host)

Learning outcomes

At the end of this activity, the participants should be able to:

- Outline the current AO education strategy and its impact on patient outcomes
- Describe the faculty career pathway

Activities for educator and faculty:

1. Use the standard presentation and add any additional information from your region/country as needed

MODULE 1—Introduction

Principles of quality education—1:30'

Educational method: Interactive group discussion

Who: Plenary discussion led by educator

Learning outcomes

At the end of this activity, the participants should be able to:

- Identify common interests in the group
- Apply personal principles of quality education
- Describe the 7 principles of education and their rationale

Activities:

1. Ask the participants to think about their best learning experience they ever had and **WHY** it was their best learning experience (does not need to be related to the AO or their surgical training, it could be how they learned swimming) and note it on a piece of paper
NOTE: it is IMPORTANT that you start with the best first!
2. Ask the participants to think about their worst learning experience they ever had and **WHY** it was their worst learning experience (does not need to be related to the AO or their surgical training, it could be how they learned swimming) and note it on a piece of paper
3. Solicit best learning experiences from every participant (collect and show on screen or flipchart). Make sure that they come up with an idea why it was a good experience. Try to formulate the statement in a way that it will be easy to relate it to the 7 principles.
4. Solicit worst learning experiences from every participant (collect and show on screen or flipchart). Make sure that they come up with an idea why it was a bad experience. Try to formulate the statement in a way that it will be easy to relate it to the 7 principles.
→ if time gets short, ask only half of the participants to give their best and the other half to give their worst
5. Hang up the 7 Principles posters
6. Educator relates statements to 7 Principles or asks participants to do so with their individual examples
→ explain each of the 7 Principles and its scientific background (in medical education; see references below)
→ keep the discussion general—without too much into detail

References:

- Based on needs:
Learning Assessment Toolkit (2010) Peter G de Boer, Rick Buckley, Pascal Schmidt, Robert Fox and Jesse Jupiter Miller GE. The assessment of clinical skills/competence/performance. Academic Medicine. 1990; 65: S63-S7.
- Motivation:
Fox RD and Miner C. Motivation and the facilitation of changing, learning, and participation in educational programs for health professionals. The Journal of Continuing Education in the Health Professions. 1999; 19: 132-41.
- Interactive:
- Relevant:
- Provides feedback:
van de Ridder JM, Stokking KM, McGaghie WC and ten Cate OT. What is feedback in clinical education? Medical Education. 2008; 42: 189-97.
- Promotes reflection:
Schoen DA (1982) The reflective practitioner
Sanders J. The use of reflection in medical education: AMEE guide no.44. Medical Teacher. 2009; 31: 685-95.
Branch WT and Paranjape A. Feedback and reflection: teaching methods for clinical settings. Acad Med. 2002; 77: 1185-8.
- Lead to verifiable outcomes:

Feedback rules—30'

Educational method: Interactive discussion

Who: Plenary discussion led by faculty

Learning outcomes

At the end of this task, the participants should be able to:

- Describe the key components of an effective feedback session (giving and receiving feedback)
- Recognize the importance of feedback in effective teaching and learning
- Describe the four steps of giving feedback
- Identify opportunities to practice giving and receiving feedback using the four steps

Activities:

- Ask the participants to come up with rules for giving and receiving feedback
- Hang up the poster with the 4 steps and explain how we do feedback in the AO and its rationale

References:

- Pendelton (1984)
- <http://www.faculty.londondeanery.ac.uk/e-learning/feedback>

Reflection—5'

Educational method: Reflection on experience

Learning outcome

At the end of this task, the participants should be able to:

- Reflect on their personal learning on quality education and feedback

Activity:

- Explain use of reflection sheet for reflective learning and self-awareness
 - Each participant reflects on Module 1
-

Module 2—Giving a lecture

Giving a lecture exercise—2:30'

Educational method: Microteaching 7 minute lecture with videotaping (participants use their own mobile device)

Who: 2 groups, educator, faculty, staff (faculty stay, educator rotates)

Learning outcomes

At the end of this activity, the participants should be able to:

- Present a lecture effectively
 - Keep to the given time
 - Adopt personalized interactions and engagement with the learners
 - Recognize that organized planning is important for an effective lecture
 - Apply best practices when developing presentation slides (eg, amount and depth of content, fonts, animation)
 - Request feedback and implement relevant changes to lecture presentations
-

Activity:

1. Hand out feedback sheets
 2. Participant gives a 7-minute lecture
 3. Participant is filmed while giving a lecture (they should give their mobile device to one of the other participants)
 4. Faculty/educator: Ask lecturer what went well
 5. Faculty/educator: Ask audience what went well (each participant mentions one point only, so everybody gets a chance to come up with something)
 - make sure that participants don't start to mention the "bad" things
 - they should not use words like BETTER or BUT while giving feedback (they can use AND instead); this is more important for non-native English speakers
 6. If needed faculty/educator give additional feedback
 7. Faculty/educator: Ask lecturer what can be improved next time
 8. Faculty/educator: Ask audience what can be improved
 9. If needed faculty/educator give additional feedback
 - Facilitate feedback and provide evidence
 - relate back to 7 principles as much as possible
-

Important teaching points:

- Make sure that topics which arose in the online activities are covered
- Learning outcomes and take-home message slides are important
- "Thank you slide" is not needed: keep take-home message or summary
- General layout issues (colors (red-green to avoid due to colorblindness), contrast, grey-scale of pictures, etc.)
- Avoid abbreviations
- Body language, eye contact
- Interactivity in large groups (eg, ARS, learner to learner interaction)
- Structure: set-dialogue-closure
- Preparation is important
 - Always relate back to the 7 principles (there are posters in both rooms)

Reflection—5'

Educational method: Individual reflection on experience

Learning outcome

At the end of this task, the participants should be able to:

- Reflect on their personal learning on lecturing

Activity:

- Each participant reflects on Module 2
-

Module 3—Facilitating a small group discussion

Leading small group discussions exercise—2:30'

Educational method: Microteaching 10 minute discussion group

Who: 2 groups, educator, faculty, staff (faculty stay, educator rotates)

Learning outcomes

At the end of this activity, the participants should be able to:

- Facilitate and moderate an effective small group discussion
 - Manage the discussion group and any issues that arise effectively (eg, difficult or non-contributing participants)
 - Adopt personalized interactions and engagement with the learners
 - Ensure that adequate time is allocated for reflection
 - Ensure learners receive a summary of the learning points
 - Request feedback and implement relevant changes to small group discussions
-

Activity:

1. Learner leads 10-minute small group discussion
 2. Faculty/educator: Ask learner what went well
 3. Faculty/educator: Ask audience what went well
 4. Faculty/educator: Ask audience what went well (each participant mentions one point only, so everybody gets a chance to come up with something)
 - make sure that participants don't start to mention the bad things
 - they should not use words like BETTER or BUT while giving feedback (they can use AND instead); this is more important for non-native English speakers
 5. If needed faculty/educator give additional feedback
 6. Faculty/educator: Ask learner what can be improved next time
 7. Faculty/educator: Ask audience what can be improved
 8. If needed faculty/educator: give additional feedback
 - Facilitate feedback and provide evidence
-

TIP: if the group is more advanced faculty could play a difficult participant (but don't overdo it) or one of the participants can lead the feedback session

Important teaching points:

- Make sure that topics which arose in the online activities are covered
 - How to deal with difficult participants: give them a task, eg, summarize the discussions at the end, sit next to them, etc.
 - How to deal with participants who have different levels of experience (juniors, seniors)
 - Summary for discussions is crucial: the summary should summarize what really was discussed and not use a pre-prepared summary (participants can also summarize)
 - Involvement of shy participants: does it make sense to address somebody directly?
 - Seating in small groups is important (U-shape, no tables)
 - No lecturing
- Always relate back to the 7 principles (there are posters in both rooms)

Reflection—5'

Educational method: Individual reflection on experience

Learning outcome

At the end of this task, the participants should be able to:

- Reflect on their personal learning on facilitating small group discussions

Activity:

- Each participant reflects on Module 3
-

Module 4—Teaching practical skills

Running a practical exercise—2:30'

Educational method: Microteaching: participants are asked to prepare a 20-minute teaching session. They are supplied with the practical material, a video, and flip charts.

Who: 2 groups, educator, faculty, staff (faculty stay, educator rotates)

Learning outcomes

At the end of this activity, the participants should be able to:

- Coordinate and run an effective practical exercise
- Adopt personalized interactions and engagement with the learners
- Manage the participants and any issues that arise effectively
- Apply the 4 key stages of practical skills teaching to your session you are coordinating and running
- Provide feedback and summary of learning points to participants
- Ensure that adequate time is allocated for reflection
- Request feedback and implement relevant changes to teaching at practical exercises

Activity:

0:10	Introduction to the exercise. Revision of on line material relating to 4 stage teaching model
	Split into four groups—A, B, C, and D—4 participants in each
0:20	Room 1—Group A and Group C Prepare the practical exercise—"Absolute stability by use of a compression plate". Room 2—Group B and Group D Prepare the practical exercise—"Absolute stability by use of interfragmental lag screw and compression plate".
0:20	Room 1: Group A teaches Group B the practical exercise "Absolute stability by use of a compression plate". Room 2: Group D teaches Group C the practical exercise "Absolute stability by use of interfragmental screw and compression plate".
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 practical exercise "Absolute stability by use of a compression plate". Room 2: Group B teaches Group A the practical exercise "Absolute stability using an interfragmentary screw and compression plate".
0:20	Room 1: Debrief/feedback of teaching session—Groups C and D with facilitator Room 2: Debrief/feedback of teaching session—Groups A and B with facilitator

Important teaching points:

- Set/dialogue/closure—there is always a tendency not to achieve a good closure and a summary
 - Roles—both participants and teacher—is it clear what the role of each of the faculty was? This should be made clear during the set
 - Soft skills—How did the faculty behave towards the participants—open, friendly?
 - Time keeping
 - How effectively did they use/modify the 4 stage learning model
 - Use of A/Vs—video, flipchart
 - Use of questions—open/closed
- Always relate back to the 7 principles (there are posters in both rooms)
-

Reflection—5'

Educational method: Reflection on experience

- Promote use of reflection sheet for reflective learning and self-awareness
-

Learning outcome

At the end of this task, the participants should be able to:

- Reflect on their personal learning on instructing at a practical table or leading a practical exercise
-

5 Closure

Conclusion—1:30'

Learning outcomes

At the end of this session, the participants should be able to:

- Prepare a plan for improving your personal teaching skills based on peer feedback in the FEP and in other educational events
- Explain the concept of Commitment-To-Change
- Track implementation of your intended changes in your next faculty assignment
- List possible barriers for your teaching

Educational method: Interactive discussion, complete CTC

Who: Educator leads, discussion all

Activity:

1. Come back to the 7 Principles and discuss open issues from the 1,5 days
2. Explain the commitment-to-change process and its rationale
3. Hand out the commitment-to-change (CTC) form and ask participants to fill it out. They should be as specific as possible.
4. Ask for possible barriers for their teaching in the future
5. Collect the CTC forms and give them to the course organizer to make copies.

References:

Mazmanian, P. E., & Mazmanian, P. M. (1999). Commitment to change: Theoretical foundations, methods, and outcomes. *Journal of Continuing Education in the Health Professions*, 19(4), 200-207.

Outstanding issues/summary/evaluation—0:30'

Educational method: Interactive discussion, evaluation

Who: Educator leads, discussion all

Activity:

6. Hand out the evaluation forms (only applicable for Europe → this is needed to get CME points)
7. Run the evaluation session:
 1. what went well in terms of online and face-to-face FEP
 2. Next time for online and face-to-face→ note the points and use them for the debriefing