

Checklist for curriculum implementation

Before the activity

- ☐ Share the competencies for the specific area of spine pathology with the chairperson and faculty during development of the course/activity and content.
- ☐ Analyze the precourse self-assessment data (gaps in ability and knowledge levels) and present these to the faculty, with suggestions for how to adjust the content.
- ☐ Align each activity (lecture, case, video, etc) with one or more competencies.
- ☐ Align each activity to one or more key learning outcomes.
- ☐ Analyze the postcourse self-assessment data (gaps in ability and knowledge levels) and share with the Educational Advisor (EA).
- ☐ Inform the participants and faculty about the value of the online forum for the specific area of spine pathology and encourage participation.
- ☐ Inform the participants and faculty about other activities/resources available.

After the activity

- ☐ Were the identified competencies for the specific area of spine pathology used by the faculty and chairperson when developing the activity and content?
- ☐ Were the precourse self-assessment data (gaps in ability and knowledge levels) analyzed by the chairperson and presented to the faculty (with suggestions for how to adjust the content based on the data)?
- ☐ Did each activity (lecture, case, video, etc) address one or more competencies?
- ☐ Did each activity address one or more key learning outcomes for one or more of the competencies?
- ☐ Did the EA provide feedback on the degree of curriculum alignment that was implemented to the chairperson and faculty?
- ☐ Were the postcourse self-assessment data (gaps in ability and knowledge levels) analyzed by the chairperson and shared with the EA?
- ☐ Were the participants and faculty informed and encouraged to participate in the online forum for the specific area of spine pathology?
- ☐ Were the participants and faculty informed about other activities/resources?