AOSPINE

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Advancing
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7 Principles for AOSpine Education

Backwards Planning
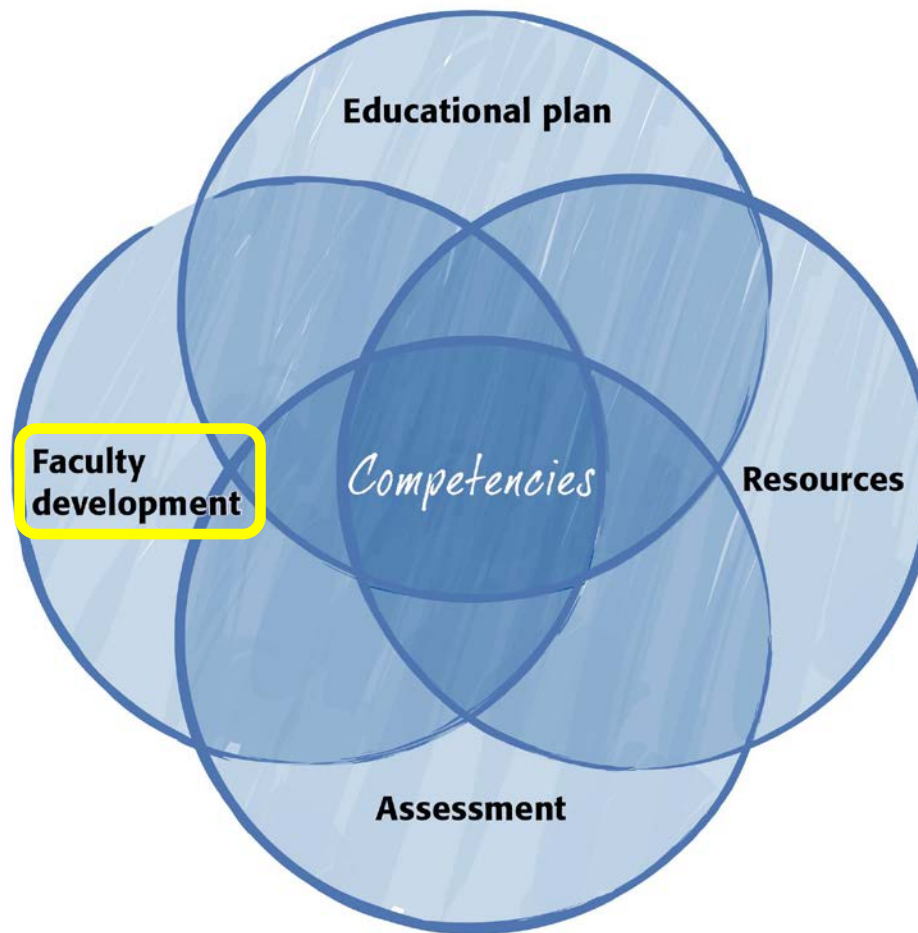
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INTRODUCTION

Quality Education

7 AO Educational Principles

Based on needs *1*

Motivates to learn *2*

Relevant *3*

Interactive *4*

Provides feedback *5*

Promotes reflection *6*

Leads to verifiable outcomes *7*

Based on needs *1*
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III. PLANNING (BACKWARDS)

6. PROMOTES REFLECTION

7. LEADS TO VERIFIABLE OUTCOMES

III. PLANNING (BACKWARDS)

Based on needs *1*

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Theoretical Concepts

- Reflective practitioner—Donald Schön in 1970's and 80's

- Reflecting "in practice"—thinking on one's feet to inform our actions

- Reflecting "on practice"—after the encounter to explore why we did what we did

Seek Environment that encourages critical *self-reflection* & *peer collective inquiry*

- Adults use self-diagnosis model
  - Identify desired competencies
  - Engage in objective self-assessment
  - Measure the difference
  - Evaluate peers' performance
- Peer collective inquiry-safe and effective
- Reflection
  - Return to experience
  - Attend to beliefs, feelings and values
  - Re-evaluate experiences

The Reflective Practitioner (Donald Schön)

- "Knowing in action"
  - Dynamic execution of work
  - Similarities with similar cases

- "Reflection in action"
  - Spontaneous experimentation to solve problem
  - Use of knowing, acting and reflecting

- "Reflection on action"
  - Reflection on prior performance
  - Outside immediacy of work

Implications for Faculty/Course Chairs

- Provide opportunities in learning experience to reflect on what is being learned and what can be incorporated into practice

- Assist learners to question their own practice

- Help them to decide what innovative approaches to use in their practice

- Encourage a commitment to change and improve

References

6. Promotes Reflection

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- Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: A model. In D. Boud, R.Keogh, & D. Walker (Eds.) Reflection: Turning experience into learning (pp. 18–40). London: Kogan Page.

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III. PLANNING (BACKWARDS)

Based on needs *1*

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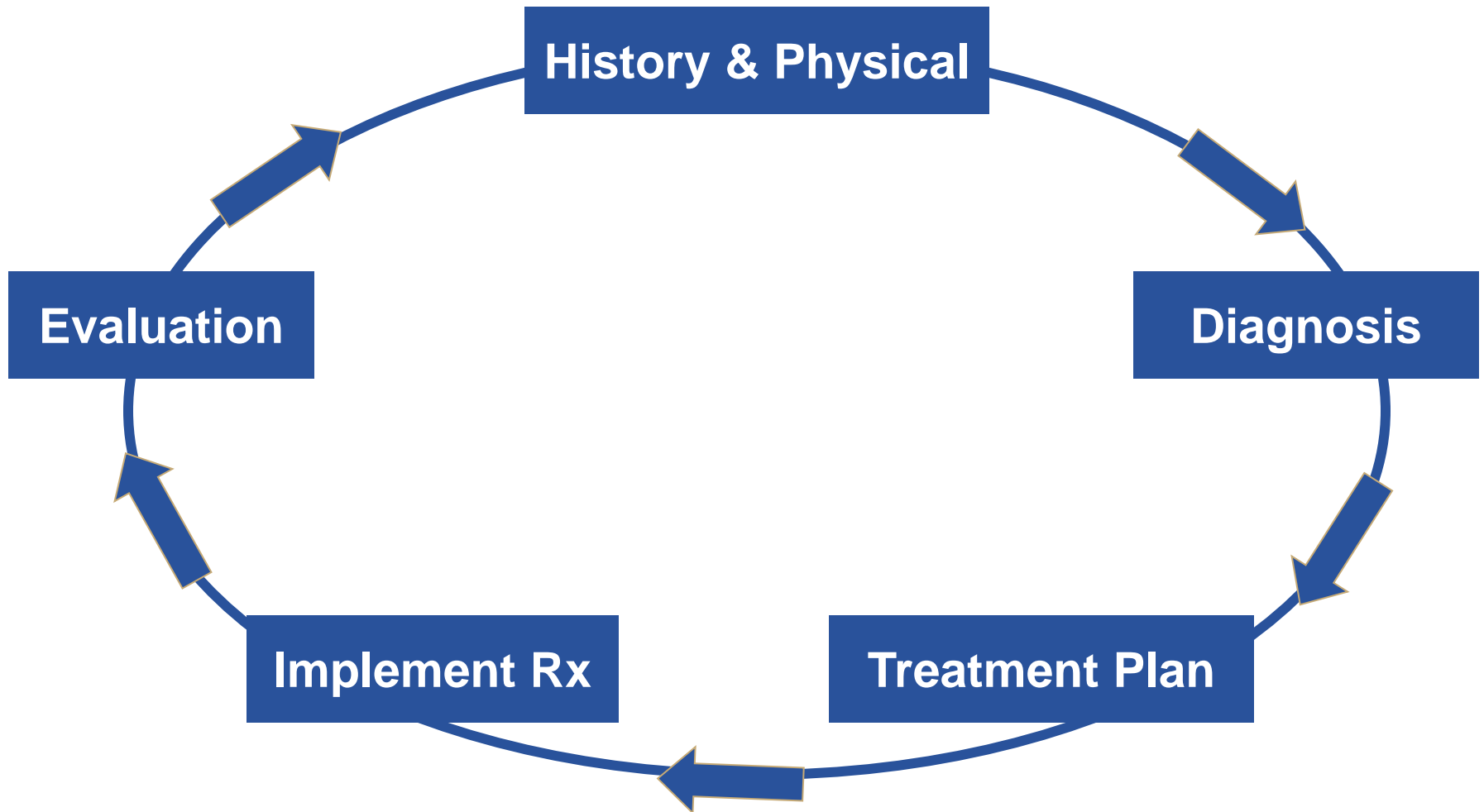**Leads to verifiable outcomes** *7*

Theoretical Concepts

- Seven levels of outcomes for driving needs assessment and outcomes evaluation

- These outcomes serve as the starting point for "backwards planning"

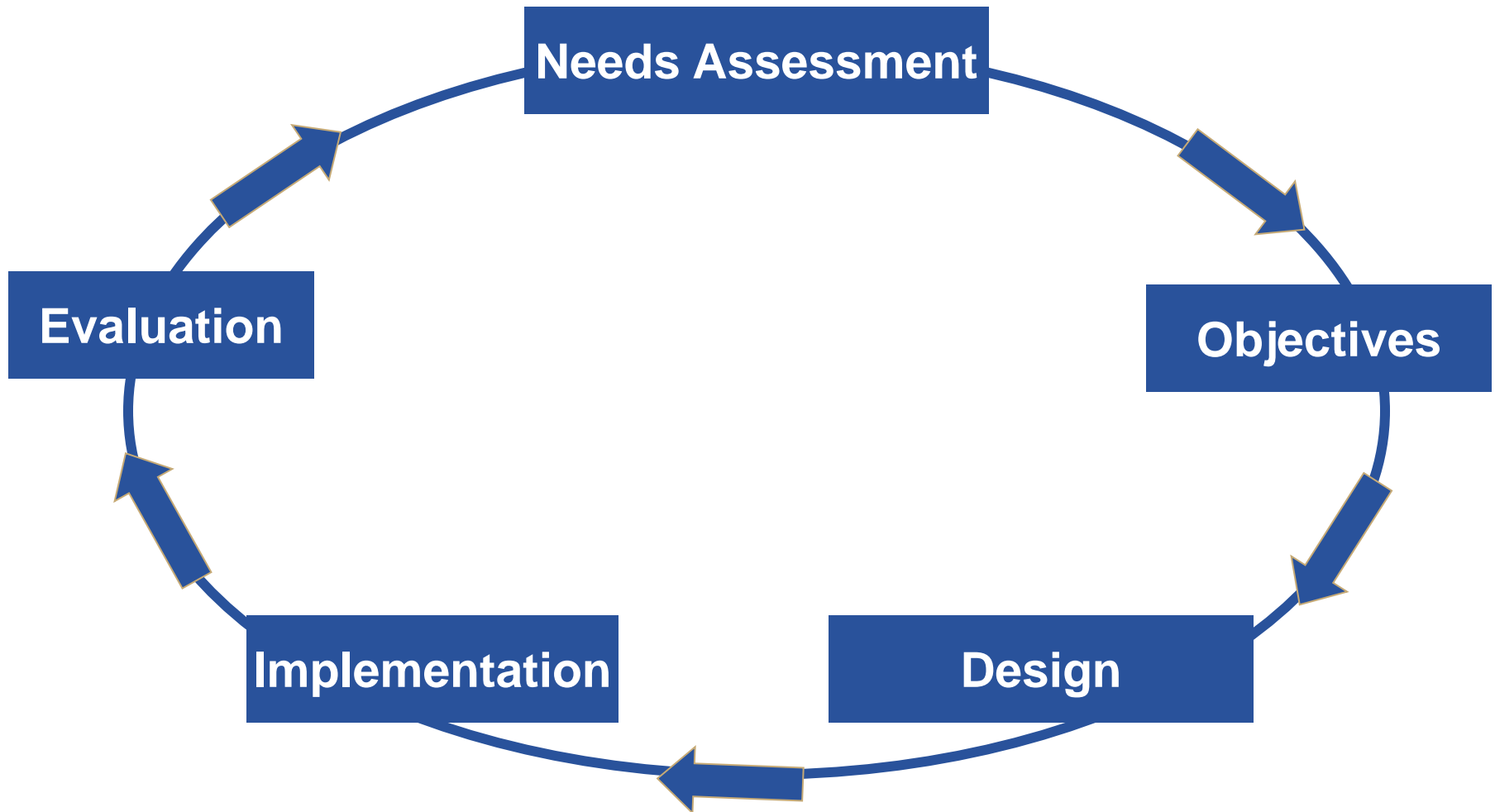- Pre-disposing, enabling and reinforcing activities to assure outcomes

Traditional Planning Model – Simple, but Ineffective

- Decide on topic

- Select faculty

- Faculty select content/methods

- Assess success
  - #'s
  - $$
  - happiness

Medical Model

Professional Educational Model

Needs Assessment → Objectives → Design → Implementation → Evaluation (cycle)

Levels of Outcomes for CME

CHAIRS – Target outcomes at levels 4-5!

- Levels of outcomes:
    - Participation (1)
    - Satisfaction (2)
    - Learning
        - Knows (3A)
        - Knows how (3B)
        - Shows how (4)
    - Performance (5)
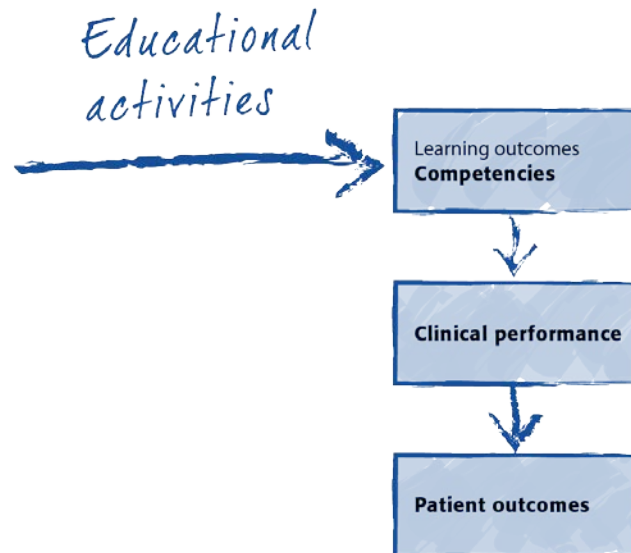   - Patient Health (6)
    - Community health (7)

Start with the end in mind

Identify desired results (outcomes) early

Use these data: To plan this activity:

EXAMPLE of BACKWARDS PLANNING

- What is the patient care problem?

- Who is involved in this issues?

- Is the problem related to patient outcomes, physician behavior, competencies or knowledge?

- Can learning experiences impact physician performance?

- What are the necessary learning activity outcome measures?

- What are the best educational formats and methods to bring about these outcomes?

- Who are the best faculty and what is the best content?

Challenge Assumptions of the Faculty Role!

- Don't use same formats and methods just because you have always done it that way

- Expand your comfort with new formats and methods

- Learn about new educational methods: *"From Curricular Goals to Instruction: Choosing Methods of Instruction"* Patricia Thomas, MD and David Kern, MD, MPH (in Methods for Teaching Medicine)

- Use methods that:
  - Tied to competencies and key learning outcomes
  - Most effective to accomplish goals
  - Promotes interaction of learner with content, faculty and other learners
  - Authentic—closest to reality of practice setting

Example From: AOSpine Principles Course Material

Implications for Faculty/Course Chairs

- Start planning with the end in mind
- Use desired outcomes to create learning objectives, select faculty and content
- Use pre and post-tests to measure learning
- Use case studies to measure changes in competence
- Use other data (registries) to measure changes in performance

References

7. Leads to Verifiable Outcomes

- "From Curricular Goals to Instruction: Choosing Methods of Instruction" Patricia Thomas, MD and David Kern, MD, MPH (in Methods for Teaching Medicine)

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New York City, NY (May, 2010)

'Getting everyone on the same page is never easy, but if and when it all comes together, it is usually worth it' …jg

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