

Roles and Responsibilities of AOTrauma Education Taskforces (ETFs)

Purpose of this document

It describes the steps in curriculum development that ETFs complete as well as the expectations during the various phases of a curriculum lifecycle. It highlights the main expected outcomes and the decisions that can be made by the ETF both independently and with AOTEC approval.

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What is an AOTrauma Education Taskforce (ETF)?

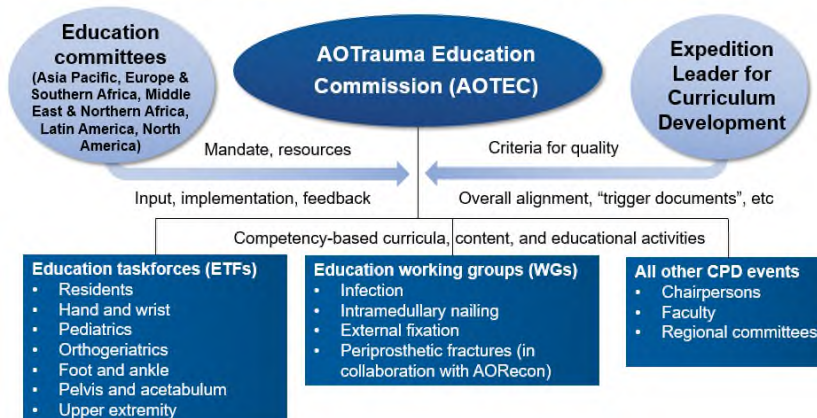
An ETF is a group of 3 or more surgeons or subject experts and educationalists appointed by the AOTEC to develop a curriculum (educational portfolio) on a specific musculoskeletal topic for residents, practicing surgeons, and other healthcare professionals across the full path of lifelong learning. The ETF continues their work as long as AOTrauma delivers education on the topic.

Criteria for AOTrauma ETF Member: International Program Editor (IPE)

IPEs should:

1. be enthusiastic faculty members of AOTrauma
2. be clinically active primarily in orthopedic trauma or the specialty topic
3. have clinical experience comparable to that of attendings and consultants working in an active trauma institution with a teaching environment
4. have a keen interest in the education of young surgeons
5. have attended the Faculty Education Program (FEP) or equivalent, the Chairperson Education Program (CEP, CTP), and preferably also the Leader Education Program (LEP)
6. have been chairperson and faculty in several AO events in the curriculum topic
7. embrace collaborative and team approaches to a challenge
8. be prepared to contribute adequate time and effort during their 3-year term (for face-to-face meetings, offline assignments, and online meetings)

AOTrauma Curriculum Development: ETFs and WGs



Members of a curriculum planning committee (ETF or WG)

- International Program Editors (IPEs): 3 from different regions, 1 from EG
- Regional Program Contributors (RPCs): 1 or more from each region
- Educationalist, Education Manager, Curriculum Implementation Manager
- Target learners

Together, IPEs form a team of orthopedic trauma surgeons and other specialists working together with professional educationalists (curriculum developers), IT specialists, media professionals, and project implementers to develop an education curriculum based on the AO principles of education: based on needs, motivates to learn, relevant, interactive, provides feedback, promotes reflection, and leads to verifiable outcomes. When an Expert Group exists, 1 IPE should be from this group.

There are 3 main phases for the ETF to complete: Designing the curriculum, developing the content, and "post-implementation". The main work is carried out through one to three meetings each year (depending on the stage of development of the curriculum). The agenda is prepared based on the next steps and priorities of the ETF and the AOTEC and the IPEs agree and complete assignments before and after each meeting.

The key work of the ETF as a team centers around the development of a curriculum that enables successful learning of the intended target audiences with measurable outcomes. It is based on the standard multi-step curriculum approach in medical education, which includes:

1. Identifying a gap between the current state of clinical management and the desired state (needs reflecting on patient care analysis within a trauma field, eg, pelvis, foot and ankle). In respect to residents, surgeons, and others, the ETF identifies gaps between the current ability and desired ability and creates assessment tools to gather participant data.
2. Defining a target audience, eg, residents in a specific phase of training, practicing surgeons interested in a subspecialty or striving for certification.
3. Setting goals for learning by defining competencies that characterize the required expertise in a given field and by selecting educational formats to achieve the defined competencies. The goals are to increase knowledge, enhance skills and change attitudes. An integral part of the process is deconstructing competencies into knowledge, skills, and attitudes and to formulate learning objectives to be achieved in our educational offerings on the topic.
4. Determining the educational strategy that best fulfills the learning objectives. The education strategy involves selecting the most appropriate educational methods to gaps in knowledge, skills, and attitudes. Traditionally, these methods incorporate lectures, small group discussions, and practical exercises. The ETF also determines if a topic is best covered by an online event (e-learning modules or self-directed distance learning).
5. Translating the curriculum into a program template with varying amounts of core and optional activities to be used by chairpersons to construct an AO course or other educational activity. The ETF suggests the scope and timing of an event, and builds constructs for both online and face-to-face activities. Core and optional content is defined, whereby local geographic, and other factors are considered. Precourse activities for participants and faculty are specified (eg, prereading) to prepare for the event. The ETF defines, creates, and updates specific faculty support packages (FSPs) linked to the educational event and corresponds with educators, media professionals, and the CDEL to support faculty with respect to the use of lectures, cases, illustrations, and video materials. The ETF creates checklists to facilitate specific faculty functions such as instructing, moderating, and lecturing.

Note: If the ETF proposes a new practical exercise or changes to an existing one, they must make a proposal to the AOTEC for approval and the curriculum developer must work with AOTrauma and industry partners to confirm the required equipment is available and to create a feasible implementation plan.

6. Implementing the new program templates (usually following a pilot phase) and analyzing all assessment and evaluation data (overall impact, content ratings, faculty performance and all feedback) that provides a basis for consequential change management. In collaboration with the regions and the curriculum implementation manager, the ETF monitors compliance with course templates and sets standards and proposes changes to any given course.

In addition to the six steps above, the ETF has the following responsibilities:

7. Managing the post-implementation phase that involves updating learning objectives and content based on assessment and evaluation data, new clinical evidence and developments, reviewing core and optional content and timing, and piloting changes.
8. Reviewing, updating, and creating all content and faculty materials for the curriculum for example, a) videos for practical exercises, b) case libraries, c) lectures, and to propose new components to enhance the curriculum, eg, d) e-learning materials, e) books or guides
9. Communicating with other specialty groups, ETFs, and education working groups (WG) involved with specific clinical or technological issues affecting patient care. The input of WGs is considered and integrated into the curriculum objectives. Interacting with WGs to ensure that state-of-the-art concepts impact the curriculum constitute formal collaborations and the final decisions affecting the scope and degree of integrating learning objectives are made by the ETF. In addition, the development of a new technical procedure or a new implant by the AO Technical Commission (TK) can result in the submission of a Trigger document to one or more ETFs as a mandate to consider how this new development should be addressed in the curriculum.
10. Informing the CDEL through meeting minutes, plans, and educational activities. All new course and event templates, documents, and criteria are reviewed by the CDEL before submission to the AOTEC to ensure collaboration and alignment of quality criteria between all ETFs and WGs.
11. Reviewing assigned trigger documents received by the CDEL from the AOTEC, for possible integration into the education curriculum. The CDEL supports and monitors the process until completion.

The main expected output from each ETF is presented in a table on the next page.

Main expected deliverables from the ETF in each curriculum phase (compare to WG)

Deliverable	ETF	WG (2-year term)
Design phase		
• Patient problems	Yes	Yes
• Competencies and KSAs	Yes	Yes
• Target audiences	Yes	Yes
• Quality criteria for curriculum stamp	Yes	Yes
• Collaborate with other ETFs/WGs	Yes	Yes
• Gather input from RPCs	Yes	Yes
• Create assessment tools (usually MCQs)	Yes	Optional
• Needs assessment	Optional	Optional
Development phase		
• Curriculum view and priorities/strategy	Yes	Yes
• Course program templates: core/optional	Yes	Optional
• Documentation/guides	Yes	Yes
• Modules for integration	Optional	Yes
• Case library for FSP	Optional	Optional
• Lecture library	Optional	Optional
• Webinar schedule	Optional	Optional
Post implementation phase		
• Maintain and update content, practicals, etc	Yes	All tasks pass to ETF CDEL available to help transfer Faculty Support Package, cases, etc in planning and use
• Review evaluation and assessment data: act by updating as required	Yes	
• Process Trigger documents	Yes	
• Maintain FSP – replace outdated content and "outdated teachings"	Yes	
• Onboard and integrate new IPEs into team	Yes	
• Integrate and plan developments (eg, TS app modules)	Yes	
• Explore new ideas and propose to AOTEC	Optional	Optional