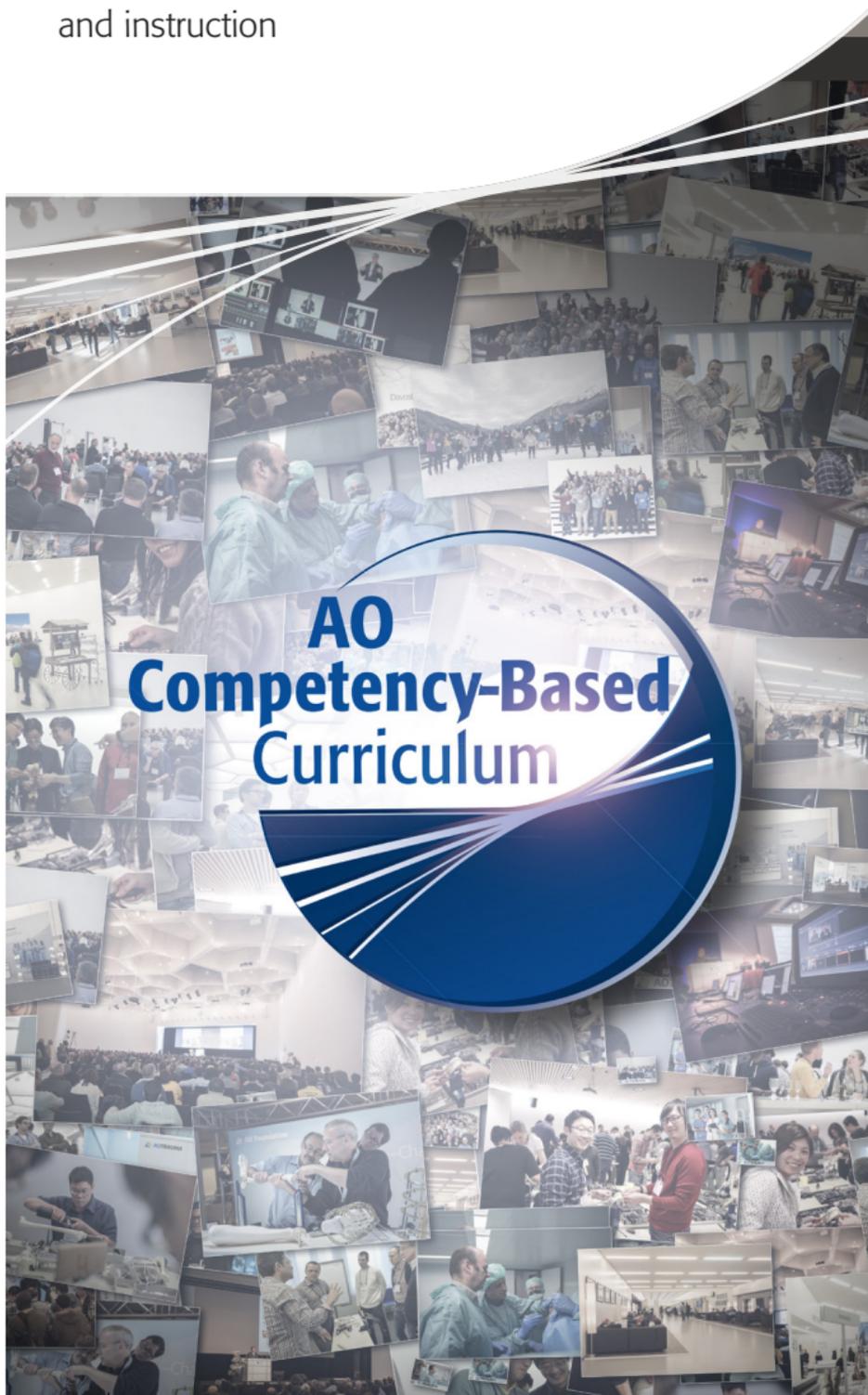


AOTrauma curricula

# Curriculum design ensures the highest quality

A systematic approach to learning  
and instruction



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# How do participants and faculty benefit from AOTrauma's curriculum development?

You pride yourself on delivering the highest quality education possible—sharing the AO Principles with an ever wider audience has been made possible by the dedication and expertise of people like you. AOTrauma has over fifty years of experience with the consistent application of progressive adult learning concepts and the introduction of new curricula is one more way we are advancing our educational offerings into a new era of quality education.



\* **A COMPETENCY** is a unique combination of the knowledge, skills and/or attitudes that enable a professional to effectively perform in his or her practice setting and meet the standards of the profession. It consists of more than just mastering foundation facts and basic skills; it addresses the need for higher-level application of these concepts.

With the new curricula, based on the essential [competencies](#),\* AOTrauma's educational offerings now fit within a robust global framework that allows for regional adaptation. This ensures the highest-quality content is delivered consistently across the globe. It also provides the flexibility demanded by the regions and course chairpersons to enable them to best respond to their participants' unique needs. This state-of-the-art approach to educational development also provides a distinct advantage in an ever more competitive educational environment.

## How does the new curriculum benefit faculty and course participants?

### **COMPETENCY-BASED**—ensures that course participants have access to what they need

- Imparting skills and attitudes needed to translate knowledge into practice
- Encouraging reflection
- Integrating sound adult education principles

### **BETTER QUALITY**—delivers consistent content

- Clearly defined target audiences
- Flexible elements adaptable to regional requirements
- Consistent delivery of core concepts

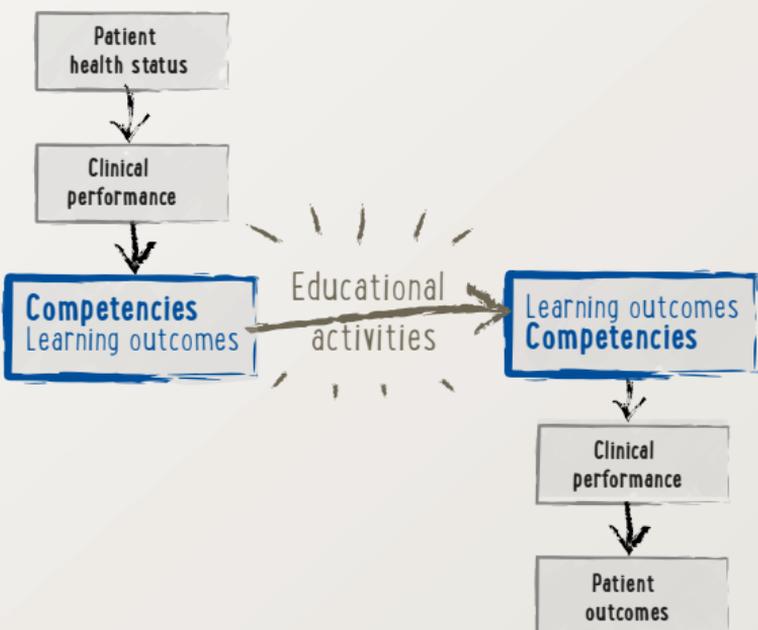
### **ADVANCED FACULTY SUPPORT**—makes planning easier

- Ready-to-use course templates
- Specific core and optional content
- Faculty syllabi

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# How does curriculum design work?

Collaborative expert input is the foundation for building the educational activities you want to deliver. Pairing outcomes with the most appropriate teaching methods may appear to be a simple approach, but today's instructional design at AOTrauma is actually based on a purposeful, evidence-based process with the aim of providing each participant with a dynamic and engaging learning environment.



**\*BACKWARD PLANNING** Explanatory short text, describing the backward planning concept in one sentence.

## **BACKWARD PLANNING\*** from patient problems

- Our curriculum development process begins with the question “What specific patient problems are addressed by our surgeon participants?” This translates into “Which clinical performance is required in practice to address these problems adequately?”
- Essential competencies (or abilities) are generated from the resulting list of problems and performance, or “What must the surgeon be able to do to address these problems?”
- Learning outcomes (knowledge, skills, and attitudes) are then established to create educational activities that really affect clinical performance, which in turn will translate back into positively impacting patient outcomes.

## **SYNERGY MAKERS—Education Taskforces (ETFs)**

Collaborating with the AOTrauma Education Commission, the ETFs work with educationalists from the AO Education Institute to clearly define consistent frameworks that adhere to AO principles and support the goal of life-long learning. They develop standardized, flexible program templates that can be modified to meet regional needs while ensuring timely integration of new surgical techniques.

This group considers the following when defining each curriculum:

- A clearly defined target audience
- Essential competencies
- Educational strategies to optimize learning

## **CONTINUOUS IMPROVEMENT based on evaluation data from participants and faculty**

- We collect feedback from participants and faculty during curriculum development, and especially during the first implementation phase and at regular intervals throughout program delivery.
- This curriculum evaluation is an open-ended process that guarantees that our curricula stay relevant to our target audiences and reflect advances in surgical techniques.
- An iterative review process ensures continuous improvement for the highest possible educational impact.

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# Resources to support education planning and delivery

All faculty play an integral role in the design and delivery of high quality education. Faculty have many responsibilities, from course planning and delivery through to the follow-up phases. Comprehensive support in many forms is available to optimize the faculty experience. AOTrauma supplies a wide range of resources to support curriculum implementation.



**\*RESOURCES** Explanatory short text, describing the available resources in one sentence.

# Helpful **tools\*** available for faculty and chairpersons



## **TEMPLATES—ease course planning**

Templates and support material make course planning more straightforward. Templates contain an optimized sequence of material and eliminate overlapping content.



## **CONTENT LISTS—overview of planning options**

Customize your course! Course content and format have been standardized according to the level/topic. These lists show you the core and optional content available.



## **CASES—ready to use**

A database of cases for use in small group discussions created and peer reviewed by experienced faculty, complete with notes are ready to be embedded in your course.



## **PREPARED LECTURES—notated PowerPoints**

A catalog of pre-prepared lecture material with speaker's notes is available to chairpersons. This resource covers core concepts for selected topics, including images and discussion points.



## **CHECKLISTS—capture every detail**

These checklists give you confidence that no detail has been neglected and are available for all phases of planning: They include timelines, tasks, and logistical information.



## **FACULTY SYLLABI—outline desired learning outcomes**

Detailed descriptions of learning outcomes for each activity explain the intention of the activity and provide guidance for the preparation of the individual activities.

## **NEED SOME ASSISTANCE?**

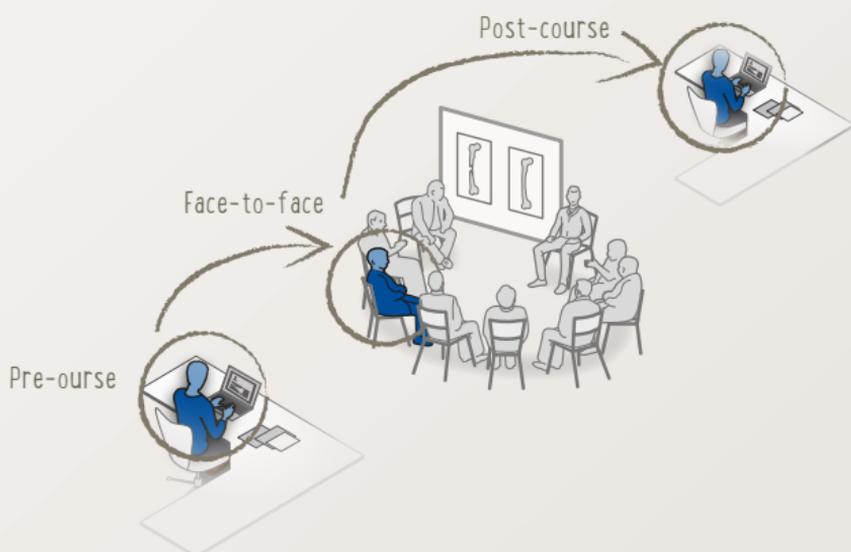
### **HAVE A QUESTION?**

**Support for chairpersons, faculty, and course organizers is just an email away. Contact us with your questions. We are happy to help and always open to suggestions. This is a direct link to the relevant Education Taskforce. [templates@aotrauma.org](mailto:templates@aotrauma.org)**

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# Blended learning\* benefits course participants

Engage your course participants with a variety of learning methods to enhance their learning. AOTrauma promotes precourse self-directed online learning that optimizes face-to-face course time for learning from experts and peers and practicing skills and procedures. Pre- and postcourse assessments complete the learning experience and encourage reflection.



**\* BLENDED LEARNING** refers to the way that AOTrauma combines online, precourse modules and pre- and postcourse assessments with face-to-face and hands-on learning in a traditional course setting.

# Motivate course participants with pre- and post-course activities

## **ONLINE PRE-COURSE MODULES**—impart background knowledge

For selected course content, participants can work through online modules in their own time, beginning four weeks prior to a course. This contributes to participants attaining a similar level of background knowledge.

## **PRE-COURSE ONLINE ASSESSMENTS**—identify knowledge gaps

By completing a series of multiple-choice questions the participants will be able to identify their personal learning needs.

## **FACE-TO-FACE COURSES**—focus on applied learning

Interactive activities such as practical exercises and group discussions facilitate immediate feedback and encourage the exploration and application of new knowledge.

## **AO SKILLS LAB**—hands-on engagement with surgical principles

Ten innovative, hands-on activities build understanding of basic principles. In small groups of learners, guided by trained faculty, the participants perform a task and practice skills at different simulation stations. Available for Basic Principles of Fracture Management courses.

## **POST-COURSE ASSESSMENT AND FOLLOW-UP**—encourage reflection

Learning doesn't stop once a course is over. We want to know if participants are integrating the knowledge, skills, and attitudes they have learned about into their practice. Follow-up provides a window into this process and helps us track any barriers they may be experiencing to implementing what they have learned.

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# Get the stamp of quality for your course

When all curriculum competencies, and objectives, and core content are addressed in your course, it may qualify for the new AO Trauma “stamp”. It provides us with a way to officially recognize a course as being of the highest quality and acknowledge the extensive efforts of faculty and organizers to incorporate the changes to the curriculum.



# NEW

The AOTrauma Competency-Based Curriculum stamp highlights a course that has successfully integrated the core elements of the competency-based curricula. It is visible on the cover page of course programs and indicates to learners and other organizations that the course has undergone a sound development and review process.

## **The review process and stamp are available for the following courses:**

- AOTrauma—Basic Principles of Fracture Management
- AOTrauma—Advanced Principles of Fracture Management
- AOTrauma—Fragility Fractures and Orthogeriatrics
- AOTrauma Course—Managing Pediatric Musculoskeletal Injuries (starting 2016)
- AOTrauma Symposium—Special Pediatric Trauma Conditions (starting 2016)
- AOTrauma Symposium—Pediatric Orthopedic Conditions (starting 2016)
- AOTrauma Course—Foot & Ankle (starting 2016)

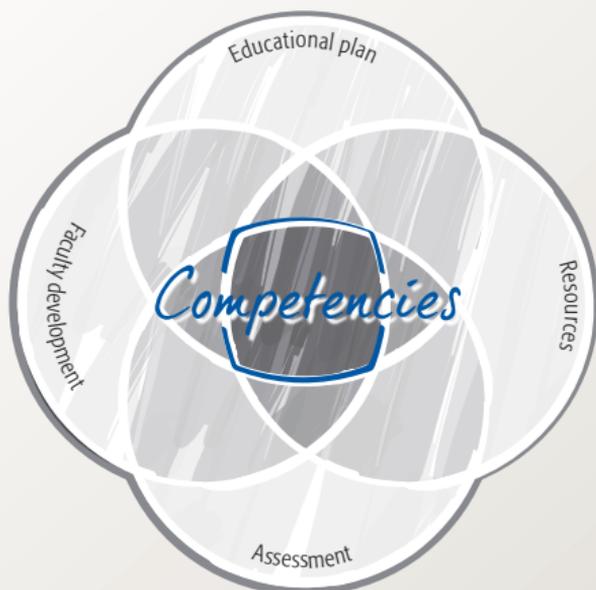


## **DO YOU WANT THE COMPETENCY-BASED CURRICULUM STAMP ON YOUR COURSE?**

**The stamp will be printed on course programs that have been reviewed and approved by the respective Education Taskforce.**

**As a prerequisite, timely provision of the scientific program to the course organizer is essential.**

**For questions regarding the stamp, please contact [templates@aotrauma.org](mailto:templates@aotrauma.org).**



**QUALITY EDUCATION** The integration of the 4 key competency-based components (faculty development, curriculum, assessment, and resources) is a part of AO's underlying quality education strategy to optimize the impact of our curricula and learning activities.

## Contact

For any questions about the AOTrauma Curricula please refer to: [templates@aotrauma.org](mailto:templates@aotrauma.org)

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## Upcoming curricula and courses

### *Pediatrics*

AOTrauma Course—  
Managing Pediatric Musculoskeletal Injuries

AOTrauma Symposium—  
Special Pediatric Trauma Conditions

AOTrauma Symposium—Pediatric Orthopedic Conditions

### *Foot and Ankle*

AOTrauma Course—Foot & Ankle