**SCOLIOSIS RESEARCH SOCIETY**

**SCIENTIFIC PROGRAM PLANNING DOCUMENT**

**Meeting or Course:** 25th IMAST

**Date:** July 11-14, 2018

**Location:** Los Angles, California

**Planning Committees:**

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**Program Outline:**

**Identifying the Educational Gap(s)**

What procedures were used to identify the existing gap(s) between current and best practices?

**Documentation must be summarized and attached.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Direct Measurement of Learners** | | **External Sources** | |
|  | Survey of targeted learners |  | Public health data |
|  | Clinical practice data |  | Review of peer-reviewed literature |
|  | Quality improvement studies |  | New information/research (i.e., Cochrane Collaborative ([www.cochrane.org](http://www.cochrane.org)), diagnostic techniques, treatment plans, etc.) |
|  | Practice profiles |
|  | Gap(s) identified by target audience/expert |  | Data from mainstream sources (journals, websites) |
|  | Committee findings/audits |  | National and State quality data sources & guidelines, such as Florida Agency for Healthcare Administration ([www.fdhc.state.fl.us](http://www.fdhc.state.fl.us)), National Guideline Clearinghouse ([www.guideline.gov](http://www.guideline.gov)), or National Quality Measures Clearinghouse ([www.qualitymeasures.ahrq.gov](http://www.qualitymeasures.ahrq.gov)) |
|  | Faculty and/or planning committee’s perception of learner’s needs |
|  | Focus panels (interviews) |
|  | Opinion leader interviews |  | Specialty societies |
|  | Opinion of experts in specialty field(s) |  | Requirements of state licensing board, specialty societies, etc. |
|  | Summary of previous outcomes data |  | Other: |
|  | Expert opinion of Activity Director |  |  |

**Using Identified Gap(s) to Plan Content**

Based on the information above, please summarize the needs identified and the results you intend to achieve. The desired results should be based on “best practices.” They are what learners will apply to their practice based on the knowledge and implementation strategies addressed in this activity. **Please note that CME activities should focus on competence as well as knowledge. *Content Focus – Only check fields that you plan to measure following the activity.***

**What is a Practice Gap?**

**A professional practice gap is the difference between** actual **and** ideal **performance.   
Professional practice gaps are measured in terms of:**

|  |  |  |
| --- | --- | --- |
| **Knowledge:** | **Being aware of what to do** | |
| **Competence:** | Being able to apply knowledge, skills and judgment in practice (knowing how to do something) | |
| **Performance:** | **Having the ability to implement the strategy or skill (what one actually does)** | |
| **Patient Outcomes:** | | A measurable change in patient health status. | |

**How are gaps identified?**

* **A needs assessment looks at the state of clinical practice from a variety of angles and perspectives and is a tool for planning the activity.**
* **The needs assessment helps determine the current situation, state of skills, knowledge, abilities, and/or performance (what should be vs. what is, ideal vs. real, where we want to be).**

**What is the difference between a gap and a need?**

**Gaps are the difference between ACTUAL (what is) and IDEAL (what should be) in regards to performance and/or patient outcomes. Educational needs are defined as “the need for education on a specific topic identified by a gap in professional practice.”**

**Gap Analysis**

**IDENTIFIED GAP**

|  |  |  |
| --- | --- | --- |
| **What are your learners doing now that you don’t want them to do?** **(Current Practice)** | **DESIRED RESULTS**  **(Best Practice)** | **CONTENT FOCUS**  **(Measurable Outcomes)** |
| Complications of rod constructs and EOS, unplanned return to surgery | Better patient selection and use risk strat, how to get out of trouble | Knowledge  Competence  Performance  Patient outcomes |
| PJK/PJF/PJS Don’t understand natural history, how to do procedure, complications, failure rates, incorrect alignment | Better understanding of etiology and alignment in order to reduce failure rate, understanding natural history of long fusion | Knowledge  Competence  Performance  Patient outcomes |
| New technologies are developing very quickly, difficult to adopt, expensive. | Ability to assess, choose and implement new technology in all areas of their practice, How to pay for and acquire technology. | Knowledge  Competence  Performance  Patient outcomes |
| Differences of opinion on approaches | Developing expertise and competence on a wide variety of approaches to the spine. | Knowledge  Competence  Performance  Patient Outcomes |
| Need for more organization and structure with checklists etc. | Developing universal standards of excellence in spine surgery | Knowledge  Competence  Performance  Patient Outcomes |

**Please describe and attach your evidence for the above gaps:**

**Identifying the Educational Needs(s)**

(Check all that apply, please select a minimum of **one**)

Provide medical/surgical information.

Promote appropriate referral.

Demonstrate new techniques (surgical or other manipulative activities) to be learned and adopted by the audience for use in their practice.

Demonstrate new techniques (surgical or other manipulative activities) activity participants will not necessarily master but need to know so that appropriate referral can be considered.

Provide a review of a subject or a field.

Other (Specify):

**Activity Objectives**

Based on the desired results described above, list the learning objectives. Learning objectives are a tool to assist you in identifying the specific steps that will be taken to address the gap between an identified need and the desired result.

**How do I formulate learning objectives?**

After looking at the practice gaps and educational needs, what do you want the learner to be able to accomplish after the activity?

* Learning objectives are the take-home messages that bridge the gap between the identified need/gap and the desired result. Learning objectives also help learners understand the specific result they can expect to achieve by participating in this educational activity.

Note: learning objectives should be measurable and should begin with a verb that can be measured.

### Verbs that Measurably Communicate Knowledge, Competence, and Performance

# INFORMATION

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| write | count | define | describe | draw | identify | indicate | list | name | point | quote |
| read | recite | recognize | record | relate | propose | select | tell | state |  |  |

# COMPREHENSION

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| associate | classify | compare | compute | contrast | describe | differentiate | discuss | distinguish | translate | review |
| estimate | explain | express | interpret | locate | predict | report |  |  |  |  |

# APPLICATION

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| apply | calculate | complete | demonstrate | dramatize | employ | examine | illustrate | interpolate | interpret | locate |
| operate | order | practice | predict | relate | report | restate | review | schedule | solve | translate |
| use | utilize | communicate | provide |  |  |  |  |  |  |  |

# ANALYSIS

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| analyze | appraise | contract | criticize | debate | detect | distinguish | differentiate | diagram | infer | experiment |
| inspect | inventory | question | separate | summarize | highlight | explore |  |  |  |  |

# SYNTHESIS

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| arrange | assemble | collect | compose | construct | create | design | detect | formulate | generate | integrate |
| manage | organize | plan | prepare | prescribe | produce | propose | specify | document | refine |  |

# EVALUATION

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| appraise | assess | choose | critique | determine | estimate | evaluate | grade | judge | measure | rank |
| rate | recommend | revise | score | select | test |  |  |  |  |  |

# VERBS THAT IMPART SKILLS

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| diagnose | hold | internalize | measure | pass | project | empathize | integrate | massage | palpate | percuss |
| visualize |  |  |  |  |  |  |  |  |  |  |

# AVOID THESE VERBS

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| appreciate | have faith in | know | learn | understand | gain knowledge of |  |  |  |  |

**As a result of participating in this activity, participants should be able to:**

* Appropriately select patients for growth guidance constructs and maintain surgical expertise.
* Describe the etiology of adult deformity, the age adjusted alignment of the spine and the natural history of long fusion.
* Assess, choose and implement appropriate value-added new technology for the specific learner’s practice.
* Select the optimal approach for surgery and match it to the patient’s individual pathology.
* Promote risk stratification to develop universal standards of excellence in spine surgery

**Core Competencies**

CME activities are designed within the framework of competences designed by the ACGME/ABMS. Please check all competencies that will be addressed by this activity:

|  |  |
| --- | --- |
| x | **Practice-based Learning and Improvement:** Show an ability to investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve the practice of medicine. |
| x | **Patient Care and Procedural Skills:** Provide care that is compassionate, appropriate, and effective treatment for health problems and to promote health. |
| x | **Systems-based Practice:** Demonstrate awareness of and responsibility to the larger context and systems of health care. Be able to call on system resources to provide optimal care (e.g. coordinating care across sites or serving as the primary case manager when care involves multiple specialties, professions or sites). |
| x | **Medical Knowledge:** Demonstrate knowledge about established and evolving biomedical, clinical, and cognate sciences and their application in patient care. |
|  | **Interpersonal and Communication Skills:** Demonstrate skills that result in effective information exchange and teaming with patients, their families and professional associates (e.g. fostering a therapeutic relationship that is ethically sound, uses effective listening skills with non-verbal and verbal communication; working as both a team member and at times as a leader). |
|  | **Professionalism:** Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to diverse patient populations. |

**Program Format**

Adult learning principles are important to consider when designing the educational method. Indicate the approaches underlying the proposed activity to ensure that the format is appropriate for the objectives and desired outcomes of the activity:

Indicate the educational methods you plan to use

|  |  |  |  |
| --- | --- | --- | --- |
| Lecture | Case Presentations | | Workshops |
| Panel Discussions | Question and Answer | | Cadaver Lab |
| Abstracts | Video/Audio Presentation | | Web-Based Interactive |
| Formal Discussion Groups | Simulations (eg, role playing) | | Audience Response System |
| Other: |  | |  |
|  |  |  | |
|  | | | |

Indicate methods by which faculty will be selected:

|  |  |
| --- | --- |
| Literature Review | Program Committee/Activity Director Judgment |
| Past Evaluations | Faculty Recommendation |
| Society Leadership Recommendation | Other: |

Solicitation of Abstracts

Will you solicit abstracts for platform presentations at this activity?

YES  NO

Methods of soliciting abstracts:

We produce and mail out a Call for Abstracts every November. The Call for Abstracts is placed on the Meetings section of the SRS website, the latest news of the SRS homepage and the Annual Meeting and IMAST meeting websites. We also advertise in our E-Newsletters, and other societies’ websites and meetings.

Process of peer review and selection:

Each abstract is blindly reviewed by five members of our review team which is made up of our program committee and IMAST committee. After all abstracts are scored, the average and Olympic averages are compiled for the committee’s review. The committees then meet to finalize the selection of abstracts.

Rules governing publication of papers presented at your meetings.

Abstracts may not have been previously presented at any other meeting or published in any journals. Abstracts accepted for an IMAST podium presentation may not be presented as an Annual Meeting podium presentation. Also, if accepted as an IMAST podium presentation, the abstract may not be presented as an E-Poster at the Annual Meeting.

**Describe the rationale for the Education Format selected:**

Instructional Course Lectures (ICLs)

There will be six (6) ICL sessions highlighting the latest in surgical techniques and technologies. Each session will feature concurrent didactic sessions, programmed around thematic areas and will include a balanced discussion of multiple products, techniques and advances relevant to that topic

Debates

There will be three (3) sessions featuring multiple debates per session. Expert faculty will be assigned to different treatment options available for specific conditions for each debate.

Complications Series

The complications series presents a variety of illustrative case presentations, demonstrating the most common and worst complications encountered, as well as strategies to prevent and manage them. Interaction between faculty and participants will focus on treatment options with an emphasis on reducing further morbidity and improving eventual outcomes.

Case Presentations

There will be six (6) Case Presentation sessions, the sessions will highlight many of the significant sections that surgeons encounter when choosing which type of operation to perform. Expert faculty will present cases and encourage attendee participation in deciding how to optimize treatment for various scenarios. This will facilitate the insight and understanding that will ultimately benefit our patients.

**Outcomes**

What are the expected outcomes of this activity in terms of competence, performance, patient outcomes (Check all that apply)?

New knowledge

Acquisition of new skills or techniques

Acquisition of new protocols, policies, and procedures

Change in pharmacologic management

Change in diagnostic approach

More appropriate referral to specialties

Improve patient outcomes. (Describe): Long term goal

Other (Specify):