NASS
NORTH AMERICAN SPINE SOCIETY

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COURSE PROPOSAL INSTRUCTIONS

Cutting edge topics and faculty make our courses a highly rated format by our attendees. Different and often controversial approaches to spine care issues are presented. Topic areas and faculty should be tailored to provoke discussion and represent a multidisciplinary approach to an issue if possible. Participants attend in order to reinforce their knowledge and introduce themselves to new concepts and techniques.

Recommendations involving clinical decisions and treatment must be based on evidence that is accepted within the profession of medicine as adequate justification for their indications and contraindications in patient care. All scientific research referred to, reported or used in support of patient care recommendations must conform to the generally accepted standards of experimental design, data collection and analysis.

WHO IS THE AUDIENCE?
Participants depend upon the course content and are focused on the selected topic. Some courses are geared primarily towards orthopedic surgeons, neurosurgeons, physiatrists, pain specialists, neurologists, radiologists and anesthesiologists. Additional courses may also be geared towards physician assistants physical therapists, nurse practitioners, chiropractors and other physicians and allied health professionals involved in spine care.

If you have questions or if you are returning a completed proposal, please contact:
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Following are the components needed to submit a proposal. If the faculty has not been selected, they can be added once the course is approved, but please provide as much information as possible.

Course Title:
(Keep short and to the point, but attention grabbing.)

_____

Course Chair(s):

_____

_____

Course Format
- ☐ Live-Didactic
- ☐ Live-Hands-on Course on cadavers
- ☐ Live-Hands-on using sawbone models
- ☐ Online
- ☐ Webinar
- ☐ Symposium (during Annual Meeting)
- ☐ Special Interest Group (during Annual Meeting)
- ☐ Pre-meeting Course (during Annual Meeting)
- ☐ Other: _____

Who should attend?
(Check all appropriate specialties.)

- ☐ Anesthesiologists
- ☐ Neurologists
- ☐ Neurosurgeons
- ☐ Orthopedic Surgeons
- ☐ Pain Management
- ☐ Physiatrists
- ☐ Radiologists
- ☐ Chiropractors
- ☐ Physician Assistants
- ☐ Nurse Practitioners
- ☐ Physical Therapists/Occupational Therapists
- ☐ Nurses
- ☐ Others (describe): _____

COURSE DESCRIPTION

An accurate program description is essential for an individual to decide whether or not to attend. The most effective narrative is written to involve the reader in thinking about the value of your program in meeting his/her needs. Inform the intended audience about your course content and how these topics will be beneficial to them in their practice. A course description of approximately 100-200 words written in the present tense is ideal.

In addition, opportunities for audience participation through panel discussions and debates greatly enhance the learning experience. Please include them in your course description.

If appropriate, describe the course by answering the following questions:
1. Why is this course important and timely?
2. What new developments, techniques or issues will be covered?
3. What is the scope of the presentation?
4. What specific knowledge and skills will be gained?
5. Why is this information useful, controversial, or cutting edge?

A sample description follows:

This two-day course on degenerative lumbar spondylolisthesis provides the participant the most up-to-date information on the pathophysiology, nonoperative and operative treatment of this disorder. In addition, a detailed discussion of complications and strategies to avoid and treat them is presented. Finally, the treatment of recurrent and adjacent level problems is addressed. Throughout the course, the faculty will facilitate discussions with the participants. The assembled faculty has extensive experience in treating spondylolisthesis.

COURSE DESCRIPTION: (Complete)

EDUCATIONAL LEARNING OUTCOMES/OBJECTIVES

Guidelines for Developing Learning Outcomes
The major purpose of learner-focused objectives in continuing education is to help participants select educational activities appropriate to their needs, interests and background.

The **general** objectives of NASS educational activities include those designed to enable program participants to:
- Appraise their current proficiency and identify areas of knowledge, approach, and skills which need to be strengthened.
- Acquire new information, approaches, or skills for subsequent implementation.
- Teach others, using information learned in the educational activity.

Specific objectives need to be developed for each course. These objectives should be written in terms of their expected impact on participants and must be **measurable**. Participants are "problem-centered" and "present-oriented." Learning outcomes (or learner-focused objectives) should be concise. They will be placed at the end of the course description to provide emphasis and reinforce the purpose of the course for the participants.

What are your educational objectives?
In planning your course, identify the most important topics to be learned and keep in mind the target audience and highlight the expected learning outcomes in terms of their knowledge, attitudes, and/or skills.

Key points about writing learning outcomes:

1. Learning outcomes should emerge from the results of a needs assessment.
2. Learning outcomes provide the framework for program development by focusing on specific goals or behaviors, which should be accomplished by the learning activity.
3. Learning outcomes should dictate the selection of content, instructional strategies, learner demonstration and evaluation.
4. Outcomes should be very specific, especially when learners' performance of the learning outcome must be highly accurate.
5. Learning outcomes determine the level of thinking skills or mental challenge required of participants.
6. Our participants are accustomed to functioning on the higher order levels of thinking and they should generally be taught at least at that same level.

High Order Thinking Skills

EVALUATION (assess, compare, rate, critique)
SYNTHESIS (compile, create, plan, revise)
ANALYSES (analyze, design, select, utilize)
APPLICATION (apply, demonstrate, prepare, use)
COMPREHENSION (compute, discuss, explain, predict)
KNOWLEDGE (list, describe, recite, write)

Low Order Thinking Skills

<div align="center">

Educational Objective Examples

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At the conclusion of this course, participants should be able to:
- Identify the pathologic anatomy of cervical stenotic myelopathy.
- Formulate a surgical plan based on the specific patient's situation.
- Assess the advantages and disadvantages of anterior vs. posterior decompression surgery for cervical stenotic myelopathy.

For your convenience, the following pages are a list of action verbs that are examples of describing various levels of complexity in educational objectives.

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List of Verbs for Formulating Educational Objectives

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The following verbs have been found to be effective in formulating educational objectives:

Those that communicate knowledge

Information

cite	identify	quote	relate	tabulate
count	indicate	read	repeat	tell
define	list	recite	select	trace
describe	name	recognize	state	update
draw	point	record	summarize	write

Comprehension

assess	contrast	distinguish	interpolate	restate
associate	demonstrate	estimate	interpret	review
classify	describe	explain	locate	translate
compare	differentiate	express	predict	
complete	discuss	extrapolate	report	

Application

apply	employ	match	relate	sketch
calculate	examine	operate	report	solve
choose	illustrate	order	restate	translate
complete	interpolate	practice	review	treat
demonstrate	interpret	predict	schedule	use
develop	locate	prescribe	select	utilize

Analysis

analyze	criticize	diagram	infer	question
appraise	debate	differentiate	inspect	separate
contract	deduce	distinguish	inventory	summarize
contrast	detect	experiment	measure	

Synthesis

arrange	construct	formulate	organize	produce
assemble	create	generalize	plan	propose
collect	design	integrate	prepare	specify
combine	detect	manage	prescribe	validate
compose	document			

Evaluation

appraise	critique	evaluate	rank	score
assess	decide	grade	rare	select
choose	determine	judge	recommend	test
compare	estimate	measure	revise	

Those that impart skills

demonstrate	hold	massage	pass	write
diagnose	integrate	measure	project	
diagram	internalize	operate	record	
empathize	listen	palpate	visualize	

Those that convey attitudes

acquire	exemplify	plan	reflect	transfer
consider	modify	realize	revise	

These verbs are better avoided.
They are often used but are open to many interpretations.
appreciate   have faith in   know   learn   understand
believe

LIST 3-4 EDUCATIONAL OBJECTIVES FOR YOUR COURSE

At the conclusion of the course, the participants should be able to:

1.

_____

_____

2.

_____

_____

3.

_____

_____

4.

_____

_____

Moderator(s) – generally the course chair(s) act as the course moderators, but if others should act in this capacity, please list below.

_____

Faculty
The number of faculty varies by the kind of course you are planning. Hands-on courses have up to 10 faculty depending on how many lab stations are being used. Didactic courses should be kept to five or six. It is preferable not to bring in someone for one lecture, instead try to assign multiple lectures to the faculty. However, if there is an expert that will enhance the course, by all means bring him/her in for the course. The educational quality is most important.

Agenda Template
The template below is a guide to assist you in the planning process. Adjourning the course on the second day around noon ensures most attendees will stay for the whole course. If more time is needed in the second day to get through the material, it is not recommended to go past 3:00 p.m.

For each lecture please list topic, speaker, and duration (in minutes) of each talk, (so that CME hours can be calculated).

Day 1 – List each lecture with proposed faculty

Time	Session	Proposed Faculty
7:00 a.m.	Registration, Breakfast	
7:20	Welcome/Overview of Course	
7:30	Lectures	
10:15	Break	
10:30	Lab sessions	
12:00 p.m.	Lunch with or without case presentations	
1:00	Lectures resume	
3:00	Lab sessions	
5:00	Course Adjourns	

Day 2

Time	Session	Proposed Faculty
7:00 a.m.	Breakfast	
7:20	Announcements	
7:30	Lectures	
10:15	Break	
10:30	Lab sessions	
12:00 p.m.	Course Adjourns	