



2019 - Instructors meeting/workshops – **Friday, June 7th**
Toronto - Location: Hilton Toronto Hotel

7:30 – 8:00	Registration
8:00 – 10:00	Education committee update, new manuals project and question period – Heather Gillis and Andrea McAllister

**The whole group will be split into 5 groups. Participant will choose 3 out of 5 workshops and will rotate between the 3 chosen.

10:00 – 10:30	REFRESHMENT BREAK
10:30 – 12:00	1st workshop session
12:00 – 1:00	LUNCH
1:00 – 2:30	2nd workshop session
2:35 – 4:05	3rd workshop session
4:10 – 4:20	Wrap-up/Acknowledgments/Questions/door prizes

The 5 workshop sessions are:

- 1) How to Engage the Adult Learner in Active and Experiential Learning.
– Michael Boni and Euson Yeung
- 2) Teaching spinal and peripheral manipulation techniques using a motor learning approach – Scott Whitmore and Lenerdene Levesques
- 3) The Carrot or the Stick? Exploring Motivation and Behavioural Change and Applications in Teaching – Jasdeep Dhir
- 4) Integrating Pain Neuroscience Education into Advanced Musculoskeletal Teaching Approach – Dave Walton and Josh Lee
- 5) Mentor & Mentee's (M & M's) ...like the candy, digesting the importance of their interactions can transform any patient and teaching relationship – Lorrie Maffey

Workshops summaries:

How to Engage the Adult Learner in Active and Experiential Learning:

Current research suggests that the way adults process information and learn has changed dramatically over the past decade. One explanation for this may be the learners' decreasing attention span. As such, thoughtful session design is critical to ensuring that learners are not simply engaging in superficial learning, but are actively involved in the learning process. This deeper form of learning is more likely to help learners improve their clinical practice. In this workshop, you will discover how to engage the adult learner in active and experiential learning. Key principles of designing sessions that involve high levels of learner participation will be shared. You will also have the opportunity to experience and apply active learning strategies that lead to deeper and more meaningful learning experiences.

Teaching spinal and peripheral manipulation techniques using a motor learning approach:

To provide a short lecture on different practical teaching styles that utilise a motor learning approach for complex skill acquisition. Following the lecture small group exercises would be facilitated to apply the information from the lecture to techniques they are teaching in the level 2 and 3 courses. Lastly provide some video examples or live student examples of manipulation techniques and help instructors provide cues for correcting manipulation techniques using motor learning principles.

The Carrot or the Stick? Exploring Motivation and Behavioural Change and Applications in Teaching:

This interactive learning session will introduce the evidence behind motivation and behavioural change and how these concepts can be threaded and added when teaching and facilitating learning within the Curriculum. The session will overview application and appreciation of behavioural change models and how students can be encouraged to apply these theories when they evaluate patient adherence to intervention. An interactive component around the Motivational Interview will also be included so that instructors can appreciate how these techniques can be used, both as they relate to patient cases and interactions with their students.

Pain neuroscience education:

Anyone who's spent more than 5 minutes on social media over the past few years will have witnessed what appears to be a growing discord between those who follow a so-called 'manual therapy' approach and those who are more aligned with a 'pain science' approach. If it hasn't happened already, it will soon happen that a participant on your course will challenge you regarding the theoretical underpinnings of the approach you're proposing and the 'new' evidence underlying pain science. Fortunately these two approaches are not as discordant as some may believe them to be. The clinical art and science of pain aligns nicely with some of the theoretical underpinnings of many hands-on manual approaches, though both camps probably need some degree of flexibility and critical exploration to work together towards improved patient outcomes. In this session, participants will engage in critical and clinical discussion on the relative merits and drawbacks of traditional thought paradigms to arrive at a new framework of integrative neuro, biomechanical, endocrine, and immune effects of manual interpersonal contact, and how to meet learners where they are in these rapidly shifting fields of treatment.

Mentor & Mentee's:

The session will cover the following objectives: 1) Critically discuss the role of the mentor and how the mentor can meet the learning needs of the mentee (student) 2) Critical evaluation of the role of the mentor in developing an empowering learning contract with the mentee to facilitate the next learning step for the mentee. 3) Critically discuss the mentee's translation of the acquired M&M's (mentor-mentee's) learning into a higher level of clinical practice and improved both patient and student interactions.

*Pierre Langevin
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