

Lesson Plan - Session 6 -Teaching Procedures

Learning Objectives

By the end of this session, participants will be able to:

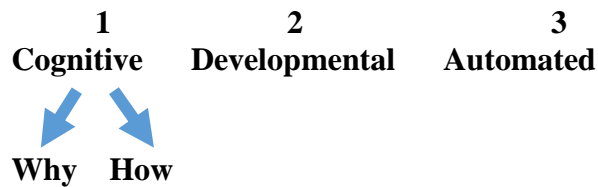
- Develop skills on teaching a learner how to perform a procedure
- Practice teaching procedures
- Identify the three phases of teaching procedures

Agenda:

Welcome and introduction to teaching procedures slides:

TEACHING PROCEDURES

3 phases of psychomotor skills development:



¹Dunnington GL, DaRosa D. Instructor’s Guide for Teaching Residents to Teach. Springfield, IL: Association for Surgical Education (2000).

COGNITIVE PHASE

Learners first need to understand the “why” components of the procedure:

- Why learn procedure?
- Indications
- Contraindications
- Risks/complications
- Benefits
- Alternatives

Since adult learners prefer active learning, teach through questioning:

- Has the learner done this procedure before?
- What does s/he recall about indications, risks, etc.?

Then address the “how” components of learning the procedure:

- Demonstrate the procedure step by step.
- Ask learner to verbalize the steps.

- Ask for questions.

DEVELOPMENTAL PHASE

- Next, learners need to practice.
- Have learner demonstrate procedure for you, explaining each step.
- Provide guidance for each step, both verbally and physically.
- Evaluate learner's proficiency: what did learner do right, wrong?

- Ask learner to self-evaluate, then give specific feedback, starting with the positive aspects of the performance.
- Does the learner have any questions, now that s/he has practiced the skills?

AUTOMATED PHASE

- Finally, learners begin achieving proficiency and are ready for independent performance.
- Observe performance again, this time with minimal interruption.
- You can now teach the fine points.

- Encourage self-directed learning:
 - What are the learner's future learning goals, and how does s/he want to achieve them?
 - What have you read or done that helped you learn procedures?
- Arrange for a follow-up session.

Practice teaching procedures with feedback

- Residents divide into pairs.
- First resident teaches procedure.
- Resident observer fills out checklist, gives feedback using checklist.
- Second resident teaches procedure.
- Resident observer fills out checklist, gives feedback using checklist.

Large-group summary of what was learned (5 minutes)