TEACHING PROCEDURES

Bringing Education & Service Together
Learning Objective

After participating in this session, participating residents will be able to teach a learner how to perform a procedure.
3 phases of psychomotor skills development:¹

1. Cognitive
2. Developmental
3. Automated

Cognitive Phase

Learners first need to understand the "why" components of the procedure:

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

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.?
Cognitive Phase

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?
Developmental Phase

• 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.
Automated Phase

• 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.