Teaching Procedures

Learning objective: At the end of this session, participating residents will be able to teach a learner how to perform a procedure.

Learners must go through three phases of psychomotor skills development:

1. Cognitive
   • Developmental
   • Automated

Why      How

1. Cognitive phase:
   • Learners first need to understand the “why” components of the procedure:
     o Why learn procedure?
     o Indications
     o Contraindications
     o Risks/complications
     o Benefits
     o Alternatives
   • Since learners prefer active learning, teach through questioning: Has the learner done procedure before? What does s/he recall about indications, risks, etc.??
• Then address the “how” components: Demonstrate procedure step by step.
• Ask for questions.
• Ask learner to verbalize the steps.

2. Developmental phase:
• Next, learners need to practice.
• Have learner demonstrate procedure for you, explaining each step out loud.
• 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?

3. Automated phase:
• Finally, learners begin achieving proficiency and are ready for independent performance.
• Observe performance again, this time with minimal interruption.
• Your 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?
• Arrange for a follow-up session.
References:
