



# MCG MEDICAL EDUCATOR MINUTE

# #3

## Teaching a Skill or Procedure

### BACKGROUND

Teaching a psychomotor skill(s) requires a different approach than the cognitive coaching involved in other clinical teaching. A progression from modeling to faded assistance is warranted when a learner is developing and demonstrating his/her ability to compete a procedure.

### SUGGESTIONS

**Step 1 Overview:** To be motivated to learn a skill, the learner must understand why the skill is needed and how it is used in the delivery of care.

**Step 2** The preceptor should demonstrate the skill exactly as it should be done without talking through the procedure. This silent demonstration gives students a mental picture of what the skill looks like when it is being done correctly. This image is important since students will use this picture to self-evaluate their own performance when practicing the skill.

**Step 3** The preceptor then repeats the procedure but takes time to describe in detail each step in the process. This will help students see how each step fits into the optimal sequence and will allow time for students to ask questions or seek clarification of a step or a procedure.

**Step 4 Students talk through the skill.** By asking students to describe step by step how to do the skill, the preceptor will ensure that the students understand and remember each step in the sequence of performing the skill. This will also help the students commit the process to memory so they can recall steps as they move to the next procedure.

**Step 5 The students perform the skill.** Now students are ready to do their first attempt at the skill with the preceptor carefully observing and providing feedback or coaching as needed. Following a successful attempt, students should continue to practice until they reach the desired level of proficiency.

(Excerpted and modified from George et al. 2001)

### WANT MORE?

- [Engaging Different Level Learners in Clinical Teaching Setting](#)
- [Fostering Effective Feedback in a Clinical Teaching Setting](#)
- [Teaching During Surgery](#)

### RESOURCES

[Grantcharov TP, Reznick RK. Teaching procedural skills. BMJ. 2008 May 17;336\(7653\):1129-31.](#)

[George JH, Doto FX. A Simple Five-step Method for Teaching Clinical Skills. Fam Med 2001;33:577-8.](#)

[DaRosa DA. et al. A Theory-Based Model for Teaching and Assessing Residents in the Operating Room. Journal of Surgical Education, 2013;70:24-30.](#)