ANZCA
AUSTRALIAN AND NEW ZEALAND
COLLEGE OF ANAESTHETISTS

Guidelines – Teaching a skill

Introduction

Anaesthesia is a "hands-on" specialty requiring the practitioner to be adept at a wide range of practical skills. The acquisition of these skills is a major component of Fellowship training. Being capable of effectively and efficiently teaching these skills is therefore a vital element and for this reason is one of the Scholar Role requirements for the Fellowship

Evaluation

It is intended that observing and evaluating the trainee teaching a skill, provides valuable feedback to the trainee toward effective teaching of junior colleagues and peers during training, and after becoming a Fellow.

It is recommended that the trainee and Departmental Scholar Role Tutor (DSRT) meet prior to the activity to discuss the trainee's plan.

When observing the trainee, the DSRT considers each of the items on the form and determines: whether significant improvement is required; whether the item has been addressed, though some improvement is required; or whether the item has been satisfactorily addressed. If multiple items require significant improvement it may be helpful for the trainee to be observed and evaluated again. If there are one or two items that the trainee requires some improvement on, it is recommended that the assessor discuss these with the trainee, including how the trainee might improve when teaching a skill in the future.

Once the activity has been completed satisfactorily, the DSRT should confirm completion in the training portfolio system.

Planning and Preparation (Set)	
The trainee is expected to set the scene for the session. The trainee must make explicit the relevance of the session to the participants and link this to the stated objectives of the session.	
Documents a plan for teaching the skill	• This element may be evaluated in a planning session prior to the actual activity. • Has the trainee adequately prepared? • Is the structure appropriate to the activity? • Does the plan include reference to preparation of the environment, resources required, human factors (e.g. are additional facilitators required) and the mechanism to determine if planned learning has occurred
Identifies learning needs of participant/s	• Is there evidence the trainee took steps to gain an understanding of the learning needs from the participants' perspective (e.g. survey, conversation)? • Is the plan targeted at the appropriate level of detail for this individual/group and does it take into account individual diversity?
Defines the desired learning outcomes of the session	• Learning outcomes should be clearly stated (SMART – Specific, Measureable, Achievable, Relevant and Timed) and relevant to the needs of the participants in the group and the training program.
Selects appropriate teaching strategy	• Does the trainee use a model/repetition/feedback approach, or similar? (refer to resources) • Why has the trainee selected the strategy planned? • Will the planned strategy be effective for the group size and structure?

Teaching (Body)	
Determines the current level of competence and confidence of participant/s	• Has the trainee properly considered the current level of skill and knowledge for the relevant task within the group?
Introduces and explains the need/use of the skill	• Has the purpose of this skill been put into a proper clinical context and relevance to the individual/group stated? • Are the appropriate indications discussed?
Demonstrates the skill to participant/s in manageable steps at a suitable pace	• Practical demonstration of the skill is an important element in teaching a new skill (refer to resources) • Has the trainee clearly identified the broad components of the skill, and the specific steps of the skill? • Was the pace and timing of the skill demonstration appropriate? • Has the trainee demonstrated the skill in a manner appropriate to the needs of the individual/group?
Gives clear explanations for actions and advice, uses educational resources to aid understanding if required	• Did the trainee provide explanations about the steps taken and what happened during the skill demonstration? • Did the trainee use the available resources appropriately? • Can the trainee justify the educational resources used? • Is the interaction with the group constructive? • Is the material relevant to the identified needs and aligned to learning outcomes? • Is the material up-to-date and adequately referenced?
Observes the participant performing the skill, provides constructive feedback and guides participant to perform each step correctly if required	• Did the trainee appropriately assist the individual/group while making their initial attempts? • Did the trainee intervene appropriately with prompts or suggestions? • Did the trainee allow time for participant to problem-solve issues arising? • Has the feedback provided to participants specific, descriptive and concise?
Uses questions effectively, encourages participant to vocalise their thoughts/actions to reinforce learning	• Skill acquisition sessions must involve the active engagement of participants. The group are participants, not an audience. • Did the trainee's questions help the participants explore strengths and areas for further development in skill acquisition? • Did the trainee use open questions and wait time? • Did the trainee listen, acknowledge and redirect the participants appropriately? • Did the trainee allow participants to answer the questions (rather than answering the question themselves)?
Uses time efficiently and effectively	• Were the stated learning objectives achieved within the allotted time? • Was any time wasted during the session? • Was sufficient time allowed for discussion, demonstration and practice of the skill?
Models a range of ANZCA Roles	• During the session, the trainee should display several roles expected of ANZCA Fellows. • Was communication effective? • Did the trainee conduct him or herself in a professional manner? • Did the trainee demonstrate evidence-based best practice? • Did the trainee demonstrate leadership and organisational skills?
Provides a supportive, non-threatening learning environment	• Did the trainee engage the participants in an appropriate manner designed to encourage rather than threaten or embarrass? • Did the trainee create an engaging, motivating, and intellectually stimulating learning experience?

Feedback and Summary (Closure)	
Prompts participant to self-assess performance	• Did the trainee encourage self-reflection and appraisal by the participants?
Provides positive feedback to participant on aspects that went well and areas to improve on	• Has the trainee appropriately encouraged individuals within the group? • Has the trainee identified specific areas where further efforts are needed?
Encourages further learning or practice i.e. suggests relevant reading or specific activities the participant can try to help achieve mastery	• Did the trainee provide guidance regarding further learning, provide advice on maintenance of skills, and/or suggest/recommend suitable resources to encourage further learning?

Resources

Further information is available in Networks under Anaesthesia learning in the Scholar role support resources network. Located in Learning and teaching, the Teaching a skill folder includes a suggested reference list and access to:

- George JH, Doto FX. A simple five-step method for teaching clinical skills. Family Medicine 2001; 33(8): 577-8.

- Peyton JWR. 1998. Teaching and learning in medical practice. Manticore Publishers. Auckland. (first two chapters)