



# **2<sup>ND</sup> QUARTER 2020 LEAD INSTRUCTOR C.E**

## **Practical Instruction**

Completion of Powerpoint and Quiz is worth 3 CEUs under 071000E1220

# INTRODUCTION

- Everyone looks forward to the practical portion of our classes. Practical evolutions give the students the opportunity to apply what they have learned in the Cognitive and Affective portions of instruction. This time also gives the Instructors the ability to evaluate not only what Students have learned, but the effectiveness of their teaching methods. The Psychomotor or Kinesthetic portion of the class, simply put reinforce the other two domains of learning.



# **OBJECTIVES FOR PRACTICAL INSTRUCTION**

- Topics to be covered
- Setting up Stations and Student Rotation
- Equipment Overview and Preparation
- Tips for Evaluation
- Remediation Process



# TOPICS

- Topics for Practical Instruction are dependent on the Cognitive aspect of the class
  - Example: conducting a Cardiac Practical following a lecture on Radio Communication would be counter productive and not effectively reinforce earlier learning
- Align the three domains of learning for best results
- Keep to the scope of learning
  - don't get sidetracked



# TOPICS (CONT.)

- Extent of topic testing is influenced by
  - Instructor knowledge
  - Instructor experience
  - Preparation
- Limit Time



# SETTING UP STATIONS

- Using topic objectives from lecture
  - Determine number of stations
  - Determine if each skill station will be hands on, or oral
    - This can be determined by the equipment available and time constraints
  - A proper learning environment is a must have if success is to be achieved



# SETTING UP STATIONS (CONT.)

- Make a list of tasks for each station
- Keep Stations far enough apart to inhibit disturbing other stations and eaves dropping



# STUDENT ROTATION

- Before beginning dictate;
  - How many students per station
    - Break Up “Teams”
      - Stops weaker Students from relying on stronger student
- Station order, direction of travel
  - Keeps students on track
  - Keeps chaos to a minimum
- Time Limit
  - Keeps Facilitators from getting off track
  - Keeps class on time schedule





# STUDENT ROTATION (CONT.)

- Stops students from getting “lost” and skipping station
- An organized class is an efficient class



# EQUIPMENT OVERVIEW AND PREPARATION

- Determine the necessary equipment
  - Cardiac - Monitor, rhythm generator, static strips, etc
  - Pharmacology – variety of meds(to draw up), administration sets, etc
  - Airway – Laryngoscope and associated equipment, Mannequins, Diagrams, etc





# TIPS FOR EVALUATION

- Don't be complacent
  - Always keep up on instructor education
    - Stay abreast of new changes in EMS
      - Convey New processes to students in a timely manner
- Ensure teaching Methods are up to date and relevant
  - Proper Taxonomy
    - Blooms Taxonomy 1956?
    - Anderson and Krathwohl's Taxonomy 2001? (which do ya think is more relevant?)



# TIPS FOR EVALUATION (CONT.)

- Apply concepts learned during the Cognitive portion
  - Working within our scope of practice improves excellence
- Have a competent assistant help determine readiness
  - Conduct a dry run of the practical
    - Video Tape yourself and critique
    - Have others help



# TIPS FOR EVALUATION (CONT.)

- Focus on excellence
  - Constant re-evaluation
- Determine students method of learning
  - Not all students learn alike
    - If the student doesn't get it, try another way, or another instructor



# REMEDICATION PROCESS

- When the time comes, and a student simply does not grasp the concept
  - Don't:
    - be discouraged
      - The student will sense that
    - become negative about it
      - This is counterproductive
      - Will cause the student to withdraw from the learning experience
    - react without thinking
      - Think everything through



# REMEDIATION PROCESS (CONT.)

- Do:
  - locate the disconnect
    - Find where it happened and determine a course of action
  - ask another mentor to assist
    - perhaps they have a different way of explaining
  - remember this is about the students learning, not our pride





# REMEDICATION PROCESS (CONT.)

- No matter how well you prepare, sometimes it isn't enough
  - Don't become discouraged
  - Reset and try again
  
- A lesson learned is the best teacher
  - The experience sets the lesson in our brains



# CONCLUSION

- Keep the topics pertinent
- Use Cognitive, Affective, and Psychomotor domains in conjunction to reinforce the lesson
- Time management is vital to the learning and teaching environment



# CONCLUSION (CONT.)

- Determine how many stations are needed and how each will be conducted
- Be sure student have a proper learning environment free from distraction
- Assign groups
  - Don't allow students to dictate their partner
  - Call on weaker student to answer questions
    - Don't allow them to "hide"



# CONCLUSION (CONT.)

- Set a rotation and sequence
  - Keeps students from “getting lost”
- Set a time limit for each station
  - Keeps instructors on topic
- Gather appropriate equipment
  - Maintain a equipment list to save time for future evolutions
- Keep teaching material up to date and pertinent to the subject



# CONCLUSION (CONT.)

- Keep evaluation methods equal for all students
  - Be able to modify for students who need extra help
    - Tailor instruction/evaluation method to students needs
    - If you don't know, find an instructor who does, or help find the answer

