

Foundation Skills for Surgical Educators

Course Outline



Overview

Duration	1 day
Format	Interactive Workshop
Target audience:	Surgical teachers, surgical supervisors, senior SET trainees, IMGs, clinical educators
Resources:	Participants will each be given a course manual and a copy of 'Becoming a competent and proficient surgeon: Training standards for the nine RACS competencies' and 'Work-based assessment: a Practical Guide'.
Recognition:	This workshop has been approved by the College's CPD program and course participants can claim a maximum of 6 CPD points. A certificate of attendance will be issued at the end of the workshop. For those with a RACS CPD requirement this activity will be automatically uploaded to the CPD online diary. Trainees can apply to their Specialty Training Board for recognition

Course Structure

The Foundation course is divided into four modules: Learning, Teaching, Feedback and Assessment. The course design is interactive allowing an opportunity for participants to learn from and with each other, and the faculty. It is recognized that participants will bring with them varying experience and expertise in teaching and this will be built upon during the course. The content is contextualized to the surgical environment.

Purpose

The new Foundation Skills for Surgical Educators is an introductory course which expands knowledge and skills in surgical education and training.

By attending the course participants will be provided with opportunities to reflect on their own teaching skills and how they are likely to influence their learners and the learning environment; further to their knowledge and skills in teaching and learning concepts to enhance their skills in surgical education and apply these principles into their own teaching context.

Course Goals

By the end of the course participants would have:

- Recognised the importance of educational theory and how it translates into practice
- Considered how to facilitate effective learning through teaching, feedback and assessment in different clinical settings
- Identified how to plan learning by using effective teaching, learning and assessment strategies.



Session Objectives

Session One: Learning

By the end of the session you will have:

- Defined learning and the three domains of learning
- Discussed the characteristics of your learners
- Identified the requirements for learning in surgery
- Discussed barriers to learning in the surgical environment

Session Two: Teaching

By the End of the session you will have

- Use a structured approach to lesson planning
- Practice identifying goals for a specific learning session
- Recognise the impact of different questioning techniques
- Analysed the use of various teaching and learning support strategies in different clinical settings
- Noted need for respectful approach

Session Three: Feedback

By the end of the session you will have:

- Identified factors that promote effective feedback
- Identified when feedback can be given
- Discussed models of feedback and how they can promote effective feedback
- Practiced using a model for providing feedback using a role play

Session Four: Assessment

By the end of the session you will have:

- Defined the purposes of assessment
- Identified strategies for work-place based assessment and how these can be interpreted to the College's nine core competencies
- Identified RACS assessment tools
- Considered ways the assessor can affect the process
- Identified how you can evaluate your teaching

Course Program

8:30am – 8:45am	Registration
8:45am - 10:30am	Session One: Learning <ul style="list-style-type: none"> • What is learning • Understanding learners • Adult learning theory • Involving learners
10:30am – 10:45am	Morning Tea
10:45am – 12:45pm	Session Two: Teaching <ul style="list-style-type: none"> • Planning learning • Teaching strategies • Teaching in different clinical settings • Roles of the teacher
12:45pm – 1:15pm	Lunch
1:15pm – 3:00pm	Session Three: Feedback <ul style="list-style-type: none"> • Effective Feedback • Model for Feedback • Practising Feedback • Summary of lessons learnt
3:00pm – 3:15pm	Afternoon Tea
3:15pm – 4:30pm	Session Four: Assessment <ul style="list-style-type: none"> • Purpose of Assessment • Formative & Summative assessment • Strategy & Tools • RACS assessments • Evaluation of teacher role
4:30pm	End of Course