

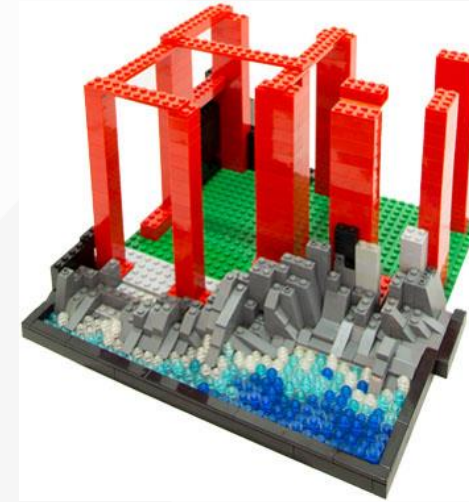


The Educational Planning Process: G N O M E

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OBJECTIVES

- To provide a framework for the teaching and learning in TOT
- To review and practice the steps in the educational process



All of this takes deliberate planning!



▲ Crossland, Charlotte.
www.wfsahq.org/resources/update-in-anaesthesia, 2021

DELIBERATE PRACTICE

- Wait...you want me to plan each and every time I teach?
- I don't have time for that!
- Can't I just wing it?



DELIBERATE PRACTICE

- *“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.”*

- Aristotle

THE GNOME

- GOALS
- NEEDS
- OBJECTIVES
- METHODS
- EVALUATION



EDUCATIONAL PROCESS





Making Cookies

Goal

Level 5

Level 4

Level 3

Level 2

Level 1

Role models
cookie making
skills and
mentors others'
interest in
cookies.

Makes cookies
independently

Participates in more
complex cookie
making skills
including the
collection,
measurement, and
combination of
ingredients.

Participates in early
cookie making skills
with assistance

Demonstrates
knowledge of the
value of cookies

What's Missing?

Objectives

Milestones

Methods

“STRUCTURED”
CURRICULUM

Evaluation

Acceptable
Evidence of
Competence

Opportunity to join
the kitchen activities
when cookies being
made

Expressing interest and
enthusiasm in the
process of cookie
making

Simulation in a toy kitchen
Provided a spoon to help
with mixing, with
assistance and direct
supervision.

Follows directions well,
licks spoon at **END** of
mixing process

Time with supervisor in
kitchen. Provided
instructions on steps of
cookie making procedure.
(Sunday afternoons with
mom)

Measuring and
combining ingredients
as per the instruction
while **minimizing the
mess**

Time in kitchen with
appropriate tools and
resources. (Wednesday
after school)

Shares cookies with
supervisor - **they are
delicious.**

Time in kitchen with
near peers. (Saturday
afternoon with siblings)

Demonstrates
engagement in near
peers' success, takes
responsibility for
assisting – **IE keeps
kitchen clean**





Is Santa a gnome?

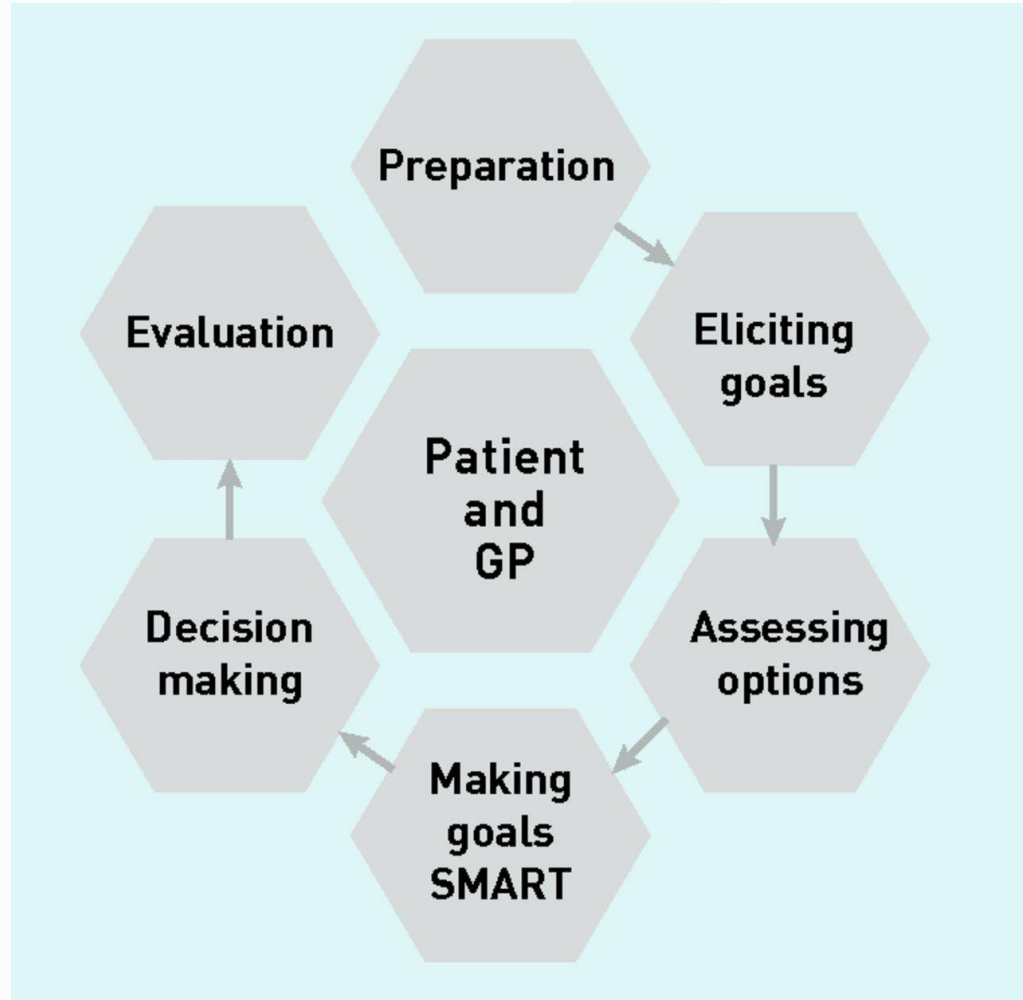
Santa is not a gnome.

However, many people, particularly those in Scandinavia, believe that it is gnomes and elves that perform the majority of the work when it comes to all things [Christmas](#) such as making presents, wrapping and then delivering them.

Norwegian mythology says that [Christmas gnomes](#) help to protect animals all year round.



CONSIDER... Clinical Encounters



- Have you made an assumption about a patient's goals for a visit, resulting in an incorrect agenda?
- Have you ever provided explanations to patients either above or below their level of understanding?



GOALS

- View from 10,000ft
- Allows mapping out the route you will take
- Helps with curriculum planning
- Ask yourself: overall, what do I want the learner to do/know/demonstrate?



GOALS

Yours, Mine, Ours

- To encourage the deliberate practice of good teaching
- To help you enjoy teaching
- To have better educational outcomes for our learners



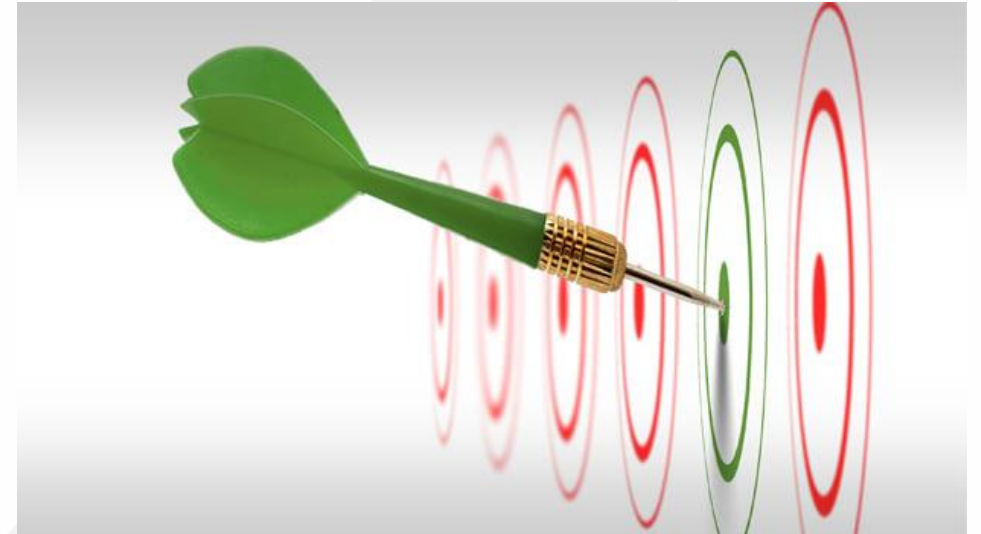
NEEDS ASSESSMENT

- Where is the learner (or audience) right now?
How prepared are they?
- What are their relevant
 - Knowledge
 - Skills
 - Attitudes/values
- The “output” of the NA should be tied to your learning Goal



OBJECTIVES

- What are you trying to accomplish?
- What will success look like?
- Consider using SMART format



S	{	• Specific
M	{	• Measurable
A	{	• Achievable
R	{	• Relevant
T	{	• Time-bound

LEARNING OBJECTIVES

Should be clearly stated at the beginning!

They are useful for the student:

- A way to establish and articulate expectations for students so they know precisely what is expected of them

They are also useful for the teacher:

- **purposeful sequencing of expectations** across multiple learning stages
- a way to **structure, sequence, and plan** out progress toward goals

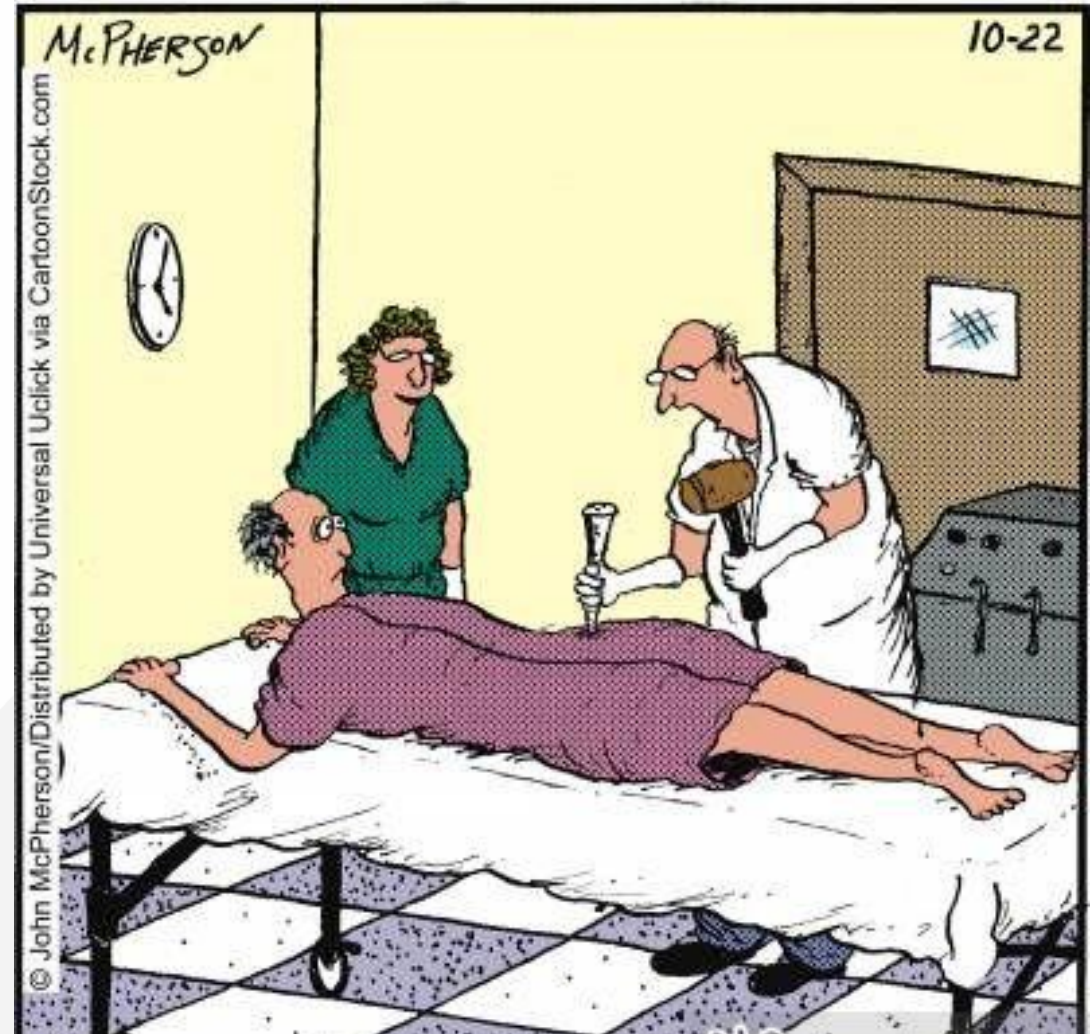
METHODS

Based upon:

- Objectives
- Learning styles
- Available resources

Examples:

- Small group teaching
- Traditional lecture
- Modeling
- Observation and feedback



“When it comes to bustin’ a kidney stone, the old methods are still the best.”

EVALUATIONS

- **Have the objectives been reached?**
- **Is the learner closer to the goal?**

I am
independent.

I can
make
cookies





Think of something
that can be taught in
less than 5 minutes.



DELIBERATE PRACTICE

Let's go through the steps of teaching this...

- Goals
- Needs Assessment
- Objectives
- Methods
- Evaluation

