



The Royal College of Surgeons of England

## Training the Trainers Programme ASM Malta - June 2008



### Faculty

## Mr Rodney Peyton

BSc (Hons) MSc (Educ) FRCS (Eng. Ed &I) FRCP (Lon) PGDL

<http://www.jwrodneypeyton.com>

Mr Peyton worked until recently as a NHS Consultant in General Surgery at Craigavon Area Hospital in Northern Ireland, and is still in surgical practice. He has a special interest in laparoscopic surgery and trauma and is a specialist in medical education. He is known internationally as a leader in medical education and is the Principal Tutor in Faculty Development at the Royal College of Surgeons of England, and an Educational Advisor to the Intercollegiate Examinations Board in Surgery.

**PLEASE NOTE THAT THE PROGRAMME CONTENT & TIMINGS WILL BE ADJUSTED  
ACCORDING TO THE NEEDS OF EACH GROUP OF LEARNERS**

## Training the Trainers

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DAY 1		
0845 0900	-	Coffee
0900 0930	- 1	<b>WELCOME AND INTRODUCTIONS</b>  <b>Purposes:</b> <ul style="list-style-type: none"> <li>- to identify the overall programme and its purposes</li> <li>- to identify the approaches which will be taken</li> <li>- to explain the programme</li> </ul> <b>Mode:</b> Lecturers and participants introduce themselves
0930 1100	- 2	<b>MICRO TEACHING</b>  <b>Purposes:</b> <ul style="list-style-type: none"> <li>- to practise the approach to a lecture</li> <li>- to practise approaches to discussion</li> <li>- to critique a colleague giving a lecture or leading a discussion</li> </ul> <b>Mode:</b> Micro teaching approach using critique forms.
1100 1115	-	Refreshments
1115 1230	- 2	<b>MICROTEACHING (continued)</b>
1230 1330	-	Lunch
1330 1415	- 3	<b>ADULT LEARNERS</b>  <b>Purposes:</b> <ul style="list-style-type: none"> <li>- to define motivation</li> <li>- to identify approaches for adult learners</li> </ul> <b>Mode:</b> Part one - Participants identify good and bad learning experiences, why they wanted to/ did not want to learn, generate the ideas of extrinsic, intrinsic, positive and negative motivation.  Part two - An introduction to adult learning principles.

1415 1500	-	4	<p><b>TO IDENTIFY THE PURPOSES OF A TEACHING EPISODE</b></p> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>- to identify the meaning of learning in this context (planned experience, change in behaviour)</li> <li>- to identify the meaning of teaching</li> <li>- to identify and elaborate the four domains of learning</li> <li>- to relate competencies to domains of learning</li> </ul> <p><b>Mode:</b> Interactive lecture with an introduction to the levels of learning and an explanation in surgical terms</p>
1500 1530	-		Refreshments
1530 1630	-	5	<p><b>SETTING OF OBJECTIVES</b></p> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>- to define the term objective and identify its use</li> </ul> <p><b>Mode:</b> To discuss the participants objectives for a particular teaching session</p>
1630 1730	-	6	<p><b>LECTURES AND DISCUSSIONS</b></p> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>- to outline the approach to a lecture</li> <li>- to identify the two approaches to leading discussions</li> </ul> <p><b>Mode:</b> Outline of lecture, followed by two discussions, one using open questions the other using closed questions.</p>
1730			<b>CLOSE: Participants to prepare for Microteaching on day 2.</b>

<b>DAY 2</b>		
0815 0830	-	<i>Coffee and Review of Previous Day</i>
0830 0930	-	7 <b>DEVELOPING ASSESSMENTS</b>  <b>Purposes:</b> - to discuss approaches to assessment - to relate to the objectives which were defined in Session 5  <b>Mode:</b> Brief introductory lecture, followed by interpretation by participants leading to an understanding of the methods available to assess trainees
0930 1100	-	8 <b>MICROTEACHING 2</b>  <b>Mode:</b> Repeat of lectures and discussions from day 1.
1100 1130	-	<i>Refreshments</i>
1130 1230	-	8 <b>MICROTEACHING 2 (CONTINUED)</b>
1230 1330	-	<i>Lunch</i>
1330 1430	-	9 <b>INTRODUCTION TO SKILLS TEACHING</b>  <b>Purposes:</b> - to identify the set, dialogue closure approach to teaching - to introduce the four step approach to teaching skills - to identify the need for practice and assessment  <b>Mode:</b> Discussion and demonstration of skills teaching

1430 1500	– 10	<p><b>SKILLS TEACHING</b></p> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>- to try out the approach</li> <li>- to critique others using the approach</li> <li>- to review the approach</li> <li>- to identify a suitable approach in this context</li> </ul> <p><b>Mode:</b></p> <p>Using an appropriate skills station and critique sheets</p>
1500 - 1515		<i>Refreshments</i>
1515 - 1615	10	<b>SKILLS TEACHING (continued)</b>
1615 - 1645	11	<p><b>SUMMARY AND CLOSE</b></p> <p><b>Purpose:</b></p> <p>To evaluate the course</p> <p><b>Mode:</b></p> <p>Participants complete a form and talk individually to conveners.</p>