

Worksheet 4.5: Instructional Strategies - Example

See *Module 4: How Do You Design a Curriculum? Part 5: Instructional Strategies*

For the curriculum unit you selected for *Worksheet 4.4 Content*, decide what instructional strategies you will use. Be comprehensive. Choose at least one strategy for each of the six purposes:

- Motivate - examples of how, when, where, why
 - Orient - objectives, overview, agenda, review
 - Explain - read, discuss, listen, interview, observe, present checklist
 - Demonstrate - state steps of mental skill, perform a physical skill
 - Provide practice - students think aloud during mental skill, perform physical skill
 - Provide feedback - ReCaP (Reflect/Correct/Perfect), peer feedback
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1. State the unit name: Basic Telephone Encounter

2. Choose at least one strategy for each instructional purpose:

a. Motivate

Tell a story about a bad telephone encounter with a patient and its consequences.

b. Orient

In this first unit you will learn how to open an encounter, how to obtain relevant information, what to do with that information, how to review and close the encounter, and how to document the encounter in the EMR. Later you will learn how to handle a difficult patient and possible medical-legal consequences of telephone medicine.

c. Explain

You will watch online videos explaining how to do a telephone encounter.

d. Demonstrate

You will watch online videos demonstrating how to do a telephone encounter.

e. Provide practice

You will meet in a small group with the instructor and practice telephone encounters with a simulated patient.

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f. Provide feedback

First you will tell the group how you think the encounter went, then the simulated patient will give feedback, followed by the group members and the instructor.

3. Create the materials for each of these instructional purposes.

- Videos explaining and demonstrating each step of the encounter
- Checklist of steps of telephone encounter for feedback during practice
- Arrange for simulated patients (may use other students)