



CREATING A LESSON PLAN

Once the syllabi for each course of the program are completed, the developer should focus his/her energies and talents toward lesson plan development. A lesson plan details the activities that will be undertaken by the student and/or instructor to assist the learner in knowledge and skills attainment. Five areas of information are included in the lesson plan: 1) the topic title and time frame, 2) the behavioral objectives to be accomplished, 3) the specific and detailed skills, competencies, or body of knowledge to be learned, 4) the specific teaching methodologies used to meet the behavioral objective(s), and 5) the assessment methods and tools to determine mastery of the topic.

A lesson plan should be documented in such a detail that any person with knowledge of the educational process and the field of study should be able to follow the plan and present the material.

This plan becomes invaluable for team teaching, substitute teachers, and for documentation – especially during programmatic or institutional validation and accreditation. Lesson plans also assist in scheduling outside resources, such as audiovisual equipment, guest lecturers, and laboratory time.

The master curriculum – including a program overview, the course syllabus, and the course lesson plan – documents your organization's process. Although it takes a lot to create, it is the backbone of your Surgical Technology Program and leads to well-educated allied health professionals.

Developing a Lesson Plan

The basic components of a lesson plan include the following:

- Unit of Study
- Time frame
- Outcomes/Instructional Objectives or learning goals
- Rationale
- Content
- Resources
- Assessment Tools

Unit of Study: Sections of a larger plan (syllabus) that are to be addressed by the lesson.

Time frame: This section specifies the hours, classes or days over which the information will be taught, practiced, and assessed.

Outcomes or learning goals: These are the specific behaviors that the learner will be able to demonstrate at the conclusion of the learning experience. Each lesson plan may contain numerous learning goals. These are the sub-goals that define the lesson. See the section on Writing Behavioral Objectives for a guide in writing lesson plan goals.

Rationale: States the purpose of the lesson as related to the lesson criteria.

Content: The content identifies the information to be learned during the educational experience. The content will be specific, detailed, and will contain all the components of the educational experience.

Resources: The resources are a list of activities, materials and teaching aides that will be utilized during the educational process. These “tools” may include reading assignments, audio-visual aides, computer-assisted instructional material, and other supplemental materials.

Assessment (Evaluation) Processes: The assessment tool describes the method(s) used to assess knowledge or skills attainment. It describes what the instructor should be aware of in terms of student behaviors.

Lesson Plan Example #1

INSTRUMENTATION

Classes: 3

OUTCOMES: The learner will:

1. Discuss the concepts of instrument composition.
2. Name general categories of surgical instruments.
3. Identify the finishes found on surgical instruments.
4. Name basic surgical instrumentation.

CONTENT:

1. General categories
 - A. cutting/dissecting
 - B. grasping/clamping
 - C. retracting
 1. hand-held
 2. self-retaining
 - D. probing/dilating
 - E. other
2. Parts of a surgical instrument
 - A. point/tip
 - B. jaw
 - C. box lock
 - D. shank
 - E. ratchets
 - F. finger rings
3. Instrument finishes
 - A. bright, highly-polished, reflective
 - B. satin/dulled

- C. ebonized
- 4. Instrument care and handling
 - A. check function and handling
 - B. cleansing method
 - 1. washer/sterilizer
 - 2. ultrasonic cleaner
 - C. terminal sterilization
 - D. lubrication
 - E. preparation for sterilization
 - F. safety precautions
- 5. Scalpel handles and blades
 - A. handles
 - 1. #3
 - 2. #4
 - 3. #7
 - B. blades
 - 1. #20
 - 2. #22
 - 3. #10
 - 4. #11
 - 5. #12
 - 6. #15
- 6. Common basic surgical instruments
 - A. sponge forceps
 - B. hemostats
 - C. Kelly
 - D. Allis
 - E. Babcock
 - F. needle holders
 - G. towel clips
 - H. forceps
 - I. scissors
 - 1. Metzenbaum
 - 2. Mayo
 - J. retractors
 - 1. Kelly
 - 2. Richardson
 - 3. Deaver
 - 4. Army-Navy
 - 5. ribbon/malleable
 - K. probe & grooved director

RESOURCES:

- 1. Text reading – Price, pp. 140, 187 – 196
- 2. Study Guide
- 3. Notes – Lecture

4. PowerPoint – Instrumentation
5. Instrument Identification Activity – Lab
6. Basic Abdominal Instrument Set
7. Instrument Identification Books
 - a. Tighe
 - b. Wells/Bradley
 - c. Beckett

8. Video – “Use of Surgical Instrumentation” and Video Assignment Sheet

MEASUREMENT TOOLS:

1. Quiz questions
2. Final exam questions
3. Completion of Instrument Identification Activity
4. Identification of instrumentation in mock lab and clinical setting
5. Completion of video assignment

Lesson Plan Example #2

Subject/Course Name: _____

1. Unit: _____

2. Instructional Objectives: _____

3. Rationale: _____

4. Primary Content: _____

5. Instructional Procedures

- a. Design: _____
- b. Activities: _____
- _____
- _____

6. Evaluation (Assessment) Tools: _____

7. Materials and Aids: _____
