Abstract

This type of qualitative research, proposes a pedagogical model designed to facilitate teaching and learning processes of the following basic psychomotor skills in anesthesia: orotracheal intubation, placement of laryngeal mask and channeling vein in children and adults. The model was designed through the adoption of some theories and designs proposed in the literature, the systematization of teaching experience, and leading tests of the instructions to students who perform hospital practices. The general objectives set for the systematization were: first, systematize the experience of building a pedagogical model aimed at facilitating the process of teaching and learning of psychomotor skills in basic anesthesia. Second, help improve the qualification of the practice of anesthesiologists and educators in anesthesia, upon recognition of knowledge of an expert team of anesthesiologists and teachers in the area. The results of the systematization were: first, the description of the more relevant assumptions used for the design of an instructive teaching tool of psychomotor skills. Second, proposing a method for teaching these skills and developing a tool for evaluating the students' psychomotor skills. The conclusion of the systematization was: first, the teaching of psychomotor skills can be based on assumptions, theories and models defined in the literature in a synergistic manner. Second, the teaching of psychomotor skills requires coherent planning and structuring, given that these competencies are considered as "producing capabilities." And third, instructional evaluation should consider both the processes and results, to achieve greater input from the processes of learning and better interaction between master and apprentice.

Keywords

Medical education, psychomotor skills, teaching models.