

Designing Simulation-Based Mastery Learning Units
Leo Lamsen, MD, FAAFP

Objectives:

1. Define mastery learning.
2. Describe the differences between mastery learning and other traditional teaching methods.
3. Design a simulation-based mastery learning unit

Mastery learning

- a) Results in varying outcomes in the same amount of time
- b) Is a technique taught to medical students and residents on how to learn more efficiently
- c) Establishes a level of performance that all learners must master before moving onto the next unit
- d) Cannot be achieved until the learner has met all the prerequisites

Mastery learning can be used in health professions education to help learners acquire skills in:

- a) Communication with patients and their families
- b) Clinical procedures such as lumbar puncture, thoracentesis, and suturing
- c) Clinical management of status epilepticus
- d) All of the above

The role of the pretest in a mastery learning program is to:

- a) Establish a baseline of each learner's achievement status
- b) Show each learner how poor his/her achievement status really is
- c) Weed out learners who are not prepared to receive instruction
- d) Identify persons who should pursue a different career path

The purpose of summative evaluation in a mastery learning program is to provide learners with data about:

- a) Achievement that meets or exceeds the minimum passing standard
- b) One's readiness for independent, unsupervised clinical practice
- c) How each student compares with his/her peers
- d) How each student compares to historical student cohorts