

# Enhancing Teaching Psychomotor Skills of Student Nurses

*by* Yauri Indriani

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held on November 19<sup>th</sup> - 22<sup>nd</sup>, 2010

at **Mercure Hotel Convention Center Ancol, Jakarta, Indonesia**

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**Dr. Titi Savitri Prihatiningsih, M.A., M.Med.Ed., PhD.**  
 Conference Chairman



# CERTIFICATE

This is to Certify that  
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participated as  
**PARTICIPANT**

*pre-conference workshop / conference*

*in First SEARAME International Conference and*

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*dr. Titi Savitri Prihatingsih, MA, M.Med.Ed., PhD.*  
*Conference Chairman*

## PRE-CONFERENCE WORKSHOPS

- 1A Problem-based Learning
- 1B Clinical Bedside Teaching
- 1C Development of Medical Education Unit
- 1D Leadership in Medical Education
- 1E Integrating Public Health in Clinical Teaching
- 1F Development of Curriculum Map
- 1G Using Venndiag to Teach Clinical Reasoning Skills
- 1H Developing Community Based Education Program in Primary Care Setting
- 1I Implementation of Module for Teaching Medical Ethics to Undergraduate Medical Education
- 1J Development of Dental Curriculum Map
- 1K Development of Midwifery Curriculum Map
- 1L Student's Role in Health Professional Education
- 2A Establishing System for Assessing Student Development as Important Part of Competence Acquisition
- 2B Work-based Learning and Assessment
- 2C Using Simulation for Effective Outcome Measurement in Post-Graduate Training
- 2D Scenario Construction
- 2E How to implement 'collaborative learning in class room'
- 2F Developing Training for Simulated Patients
- 2G Teaching Communication Skills in Medical Education
- 2H Development of Script Concordance Test for Measurement of Clinical Reasoning Skills
- 2I Portfolio for Assessing Professional Behavior
- 2J Professional Competency Assessment of Indonesian Dentist
- 2K Midwifery Session
- 2K1 International Confederation of Midwives as professional organizations
- 2K2 Sharing an international midwifery training, particularly existing midwifery training in New Zealand
- 2K3 Midwives and Obstetrician & Gynecologist Partnership in Accelerate Achieving MDG 4 & 5
- 3A South East Asia Regional Association of Medical Education Organization Meeting
- 3B Indonesian Associations of Medical School (AIPK) Organization Meeting
- 3C Indonesian Associations of Nursing School (AIPNI) Organization Meeting
- 3D Indonesian Associations of Dental School (AFDOKGI) Organization Meeting

## CONFERENCE

- 5A Competence-based Curriculum for Medical Education: Past, Current and Future.
- 5B Curricular Reforms in Public Health for Better Health Care in South East Asia Initiatives
- 6A Teaching Professionalism for Medical Doctor and Health Professional in South East Asia
- 6B Development of National Competence-based Examination System in Indonesia
- 6C Competence-based Examination: beyond boundary
- 7A Health Profession Education: Who is the educator?
- 7B Undergraduate Medical Education: Challenges in South East Asia
- 7C Multiprofessional Education in Human Resources for Health: Possibilities in South East Asia
- 8A WHO Regional Guidelines of Quality Assurance in Medical Education
- 8B Quality Assurance in Medical Education: Beyond Boundary
- 8C Writing a good self evaluation report for National Accreditation
- 9A Updates on Assessment Development
- 9B Globalization and its impact on Medical Education in South East Asia
- 9C Distance Learning for Postgraduate Medical Education and Health Professional Education: Possibilities in South East Asia
- 10A Short Communications: Curriculum
- 10B Short Communication : Assessment
- 10C Short Communication : Teaching And Learning
- 10D Short Communication : Education Management And Institutional Development
- 10E Short Communication : Teaching And Learning
- 10F Short Communication : Program Evaluation And Quality Assurance
- 10G Posters Session
- 11A Medical Education Session: Application of Competence-based Medical Education in South East Asia
- 11B Midwifery Panel Discussion
- 11B1 Essential Pillars of Strong Midwifery Profession
- 11B2 Midwifery Model of Practices
- 11C Nursing Panel Discussion
- 11C1 The Accreditation System in Nursing Education
- 11C2 The Implementation of Accreditation System: a lesson learned
- 11C3 The Mechanism of National Board Exam of Nursing Profession
- 11D Dentistry Panel Discussion : Application of Competence-based Dentistry Curriculum in South East Asia
- 12A Application of Cognitive Science in Medicine and Health Professional Education
- 12B Research in Medical Education
- 12C Collaboration between Medical School to Improve Quality of Education : Experience from Maatsicht, Groningen, and Gadjah Mada Medical School
- 13A South East Asian Qualification Framework for Medical Profession: Is it Necessary? - Lessons from Bologna Process
- 13B Effect of Medical Education Financing to the Quality of Medical Education
- 13C Role of WHO SEARO in improving the quality of medical education in South East Asia
- 14 Sharing workshop on "Effective Strategy and Management to Achieve Targets of Component 1,2,3 HPEQ Project"

## ENHANCING TEACHING PSYCHOMOTOR SKILL OF STUDENT NURSES

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### **Abstract**

**Background:** The provision of high quality care has brought many changes to the nursing profession, especially in determining the standard of graduate nurses' performance. Some studies show that nursing graduates seem to have more adequate knowledge but are lacking in basic practical skills.

**Aim:** This paper intends to address the current issues of graduate nursing student's skills performance in delivering nursing care as the consequence of the new nursing education system and the importance of teaching psychomotor skills enhancement.

**Discussion:** The review of the psychomotor skills literatures suggested that "psychomotor skills" are the term used to describe skills which are performed by integrating and coordinating cognitive, affective and perceived stimulus and not only a rigid pattern of movement. Selecting and using a psychomotor skills model is necessary to give teachers and learners a guideline in planning learning psychomotor skills process. Indeed, several studies reveal that the five levels of the Dreyfus and Dreyfus model can be beneficial for nursing educators in defining intended learning outcomes that reflect on each level of skill acquisition characteristics.

**Conclusion:** A good comprehension of this concept will enable educators to have a strong basic psychomotor skills acquisition philosophy that will lead them to formulate a good teaching psychomotor skills plan, before applying consistent teaching methods in enhancing psychomotor skills of student nurses.

**Keywords:** *psychomotor skills, skills acquisition, nursing education, nursing practice, teaching of psychomotor skills.*

# Enhancing Teaching Psychomotor Skills of Student Nurses

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