MEDBRIDGE

Learning Objectives

MedBridge
Systematic Instruction Part 1: Training Techniques that Generalize When Clients Have Memory Impairments
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Course Objectives:

- Ensure understanding of the need, rationale, and evidence base for using systematic instruction when providing cognitive rehabilitation
- Provide overview of memory and learning theory relevant to acquired brain injury
- Teach primary techniques fundamental to systematic instruction (e.g., development of task analyses, error minimization, generalization practices)
- Provide practice applying systematic instruction techniques to training specific therapy targets

Chapter 1: Rationale for Utilizing Systematic Instruction

Why is learning to become a great instructor as an SLP important? In the first chapter of this course, Dr. McKay Sohlberg describes how systematic instruction is an essential skill for the implementation of a range of therapy targets and rehabilitation approaches for acquired memory impairments.

Chapter 2: Memory Theory

In the second chapter of this course, Dr. Sohlberg reviews key theories of memory and memory research that underlie and inform systematic instruction practice. Types of memory, the stages of remembering, and milestone studies are covered.

Chapter 3: Instruction Framework

Once participants have a grasp of the rationale for use of systematic instruction in clinical practice, and the theory behind it, the next step is to review an overall framework of instruction. This framework emphasizes repeated planning, implementation, and evaluation phases of instruction.

Chapter 4: Instructional Techniques

In the final lecture-based portion of this course, Dr. Sohlberg provides instruction and examples of typical session components, including the development and use of task analyses, error minimilization techniques, stimuli elaboration, and generalization facilitation.

Chapter 5: Panel Discussion

This course concludes with a panel discussion between Dr. Sohlberg and two practicing SLPs. The group discusses challenges around implementing systematic instruction and applying instruction in everyday practice.