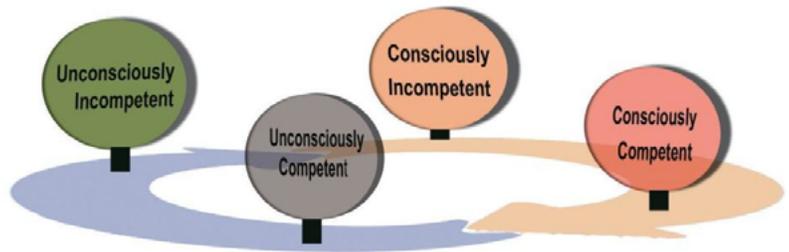


**What is the Skill Learning Cycle?**

Before you learned to ride a bike, you were completely unaware of what bike riding was all about (*Unconsciously Incompetent*), then you climbed on the bike for the first time & you were very aware of not knowing how to ride that vehicle (*Consciously Incompetent*.) Through persistent practice, you made your first trip unassisted down the street, but you were very aware of everything you had to do to keep that bike moving (*Consciously Competent*.) Eventually, riding a bike became automatic; years later, you could climb on a bike & your body would remember how to ride (*Unconsciously Competent*.)



After learning to ride, you might have decided to learn how to skate & the cycle begins again.

Stages of Change		Needs
<b>Unconscious Incompetence</b>	Unaware Denial or minimizing of problem Belief the task is easy Belief the task is irrelevant	Role Model
<b>Conscious Incompetence</b>	Knows there is a problem Ready to be taught	Teacher
<b>Conscious Competence</b>	Makes daily effort to change but attempts look & feel artificial, clumsy May confuse steps	Supervisor
<b>Relapse</b>	Returns to previous behaviour accompanied by guilt, denial or challenge	Encourager
<b>Unconscious Competence</b>	Change has occurred & become automatic Forgets the steps	Mentor

As in all student-centered techniques, this model may be expanded or reduced depending on the background skills of the learner.

**For some great resources on clinical teaching please see:**

Clinical Teaching Tips: Resources for Family Physician Teachers

Clinical Teaching Tips: Resources for Royal College Specialists in Community Practices

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