

MAKING ON-SHIFT TEACHING WORK

5 Practical Strategies to Improve Your Teaching

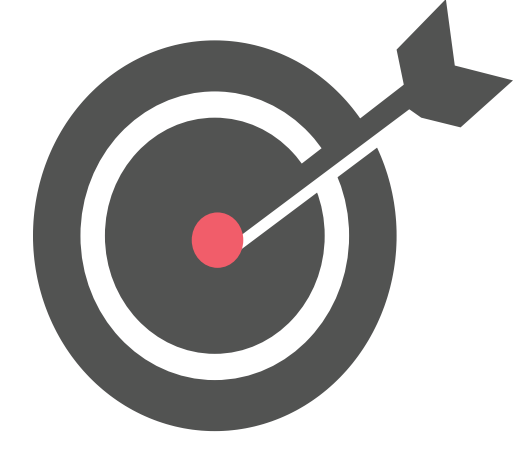
Set Expectations at the Beginning of the Shift



Establishes the educational relationship and welcomes the students to the team



Creates a shared language and provides a framework from which to teach and provide feedback



Lets the learner articulate their goals so that you can tailor your teaching to meet their educational needs

Tag Your Teaching



Many faculty may feel that they are teaching, but these teaching moments are not recognized by their learners

Help learners identify teaching by labelling it:

- "Here is my teaching point"
- "Tell me what you learned from this case"
- "Let's summarize what we learned on shift today"

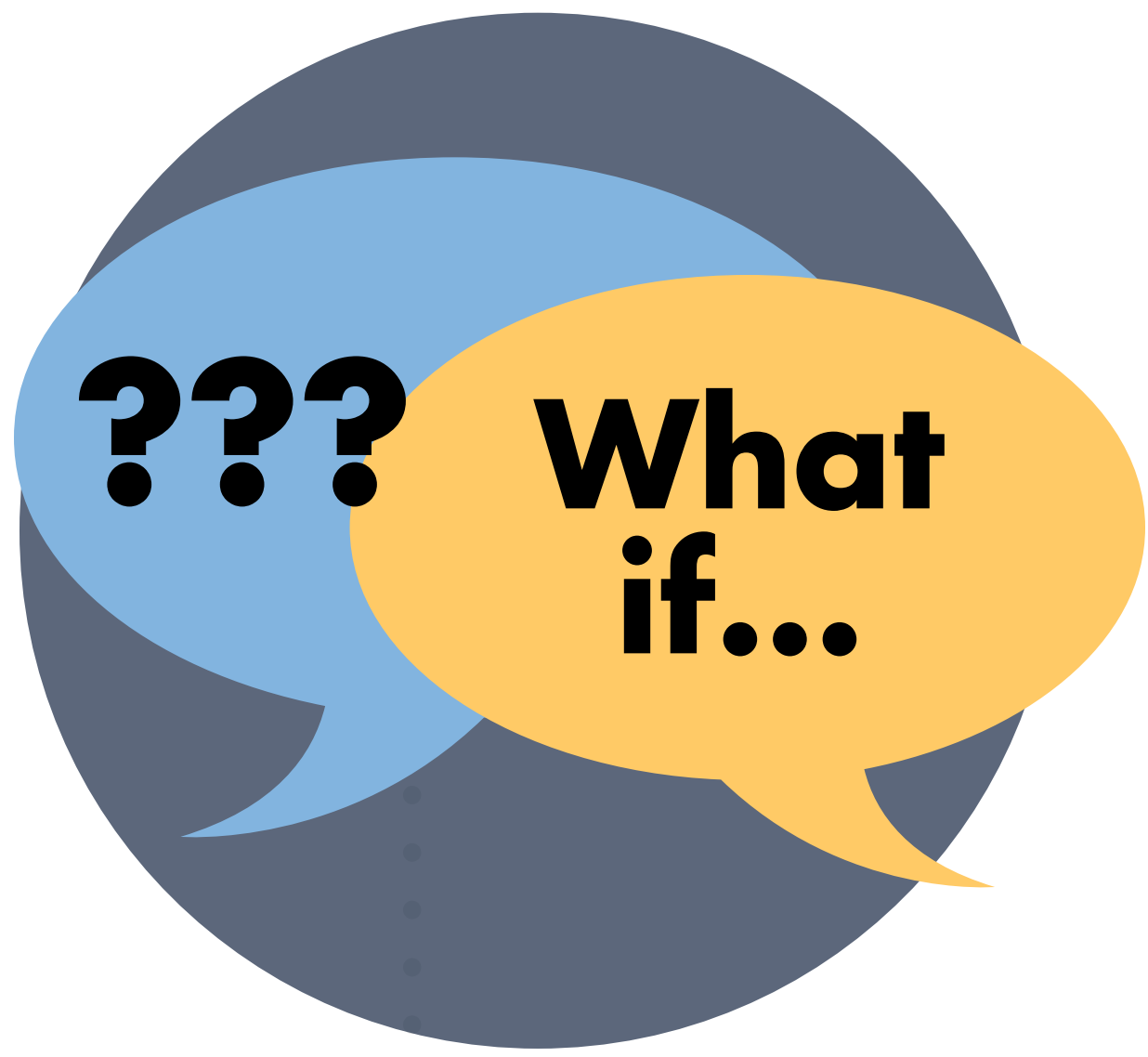
Create Pocket Lectures

Identifying the "teachable moments" during a busy clinical shift can be difficult. Teaching scripts (pocket lectures) enable effective and organized teaching

Pick 1-2 topics and create a 5 min canned lecture. Prioritize key points and concepts over details or statistics. If possible, use visuals to engage the learner



Diagnose Your Learner



Students have variable knowledge levels. Asking open ended questions provides a sense of their baseline knowledge and help you avoid teaching concepts above or below their level

Additionally, posing, "what if" questions can make a patient presentation relevant to a learner at any stage or with interests outside of EM

Use a Teaching Model

These allow for quick and effective teaching during a shift. One popular model for bedside teaching is the 1-Minute Preceptor. This consists of 5 steps that employed at the end of the learner's presentation. It enables anyone to teach around any clinical case or learner level

Get a commitment: "What do you think is going on?"

Teach general rules: give a pearl not a lecture

Correct mistakes. Give guidance specific to the presentation

Probe for supporting evidence. "Why do you think that this is the case?"

Reinforce what was done right. This reinforces good behavior

Sources

Green GM, Chen EH, "Top 10 ideas to improve your bedside teaching in a busy emergency department" Emerg Med J 2015;32:76-77.

Irby DM, Wilkerson L. Teaching when time is limited. BMJ 2008;336:384-7

Aagaard E, Teherani A, Irby D. Effectiveness of the one-minute preceptor model for diagnosing the patient and the learner: proof of concept. Acad Med 2004;79:42-9