



## Order out of Chaos

**Cabin Fever 2010**  
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## Session outline


- The ED as a teaching environment
- What teaching skills do we need?
- Order out of chaos
- A teaching framework
- Examples



## Teaching in the ED

<input type="checkbox"/> Challenges <ul style="list-style-type: none"><li>■ Time pressures</li><li>■ Multiple patients</li><li>■ Unpredictable clinical content</li><li>■ Unfamiliar learners</li><li>■ No well validated teaching methods</li></ul>	<input type="checkbox"/> Bonuses <ul style="list-style-type: none"><li>■ Lots of pathology</li><li>■ Acutely ill patients</li><li>■ Team work</li><li>■ Procedures</li><li>■ Modelling<ul style="list-style-type: none"><li><input type="checkbox"/> Professionalism</li><li><input type="checkbox"/> Conflict resolution</li></ul></li></ul>
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Modified from Aldeen and Gisondi 2006



## What Works? - Teachers' Viewpoint

- Tailor teaching to learner /situation
- Time efficient teaching
- Look for teaching points
- Agree on expectations
- Role model
- Two way feedback


Modified from Sherbino et al 2006



## What Works? - Learners' Viewpoint

<input checked="" type="checkbox"/> Tailor teaching to learner /situation	<input type="checkbox"/> Takes time to teach
<input checked="" type="checkbox"/> Time efficient teaching	<input type="checkbox"/> Positive attitude
<input checked="" type="checkbox"/> Look for teaching points	<input type="checkbox"/> Treats residents as colleagues
<input checked="" type="checkbox"/> Agree on expectations	<input type="checkbox"/> Use of assigned readings
<input checked="" type="checkbox"/> Role model	<input type="checkbox"/> Clinical reasoning
<input checked="" type="checkbox"/> Two way feedback	

Thuriger et al. 2005; Celenza 2006



## How is the ED Different?

- High decision density
  - Importance of clinical reasoning
- Critical illness
- Multiple patients / time pressure
- Teamwork
- Procedures

**Creating order out of chaos**

- Focus on key ED aspects
  - Clinical reasoning
  - Critical illness
  - The team
- Triage notes identify learning opportunities
- Match teaching to learner
- Concise teaching points
- Feedback and Debriefing

**Teaching with the Critically Ill**

- When the @#\$\$ is hitting the fan (high bum pucker factor) how short of a leash to provide to the learner and be comfortable yourself?
- This may be the only chance the learner has to practice this under supervision

**Teaching with the Critically Ill**

- Patients First!!!
- Prepare for the Main Event
  - Know your limits and your learner's
  - Additional resources
  - Practice
    - Scenarios
    - Human patient simulators (HPS)

**Teaching with the Critically Ill**

- The Main Event
  - Observational
  - "Holding a hand"
  - "Trial by fire (sort of)"
- Post Event Discussion
  - Get other team members input
  - "What went well?"
  - "What went poorly?"

**The Team**

- Model appropriate behaviour
- Use triage information
- Use team members' skills

**Matching teaching to learner**

- R – Reporter
  - Reliable history and physical
  - *Beginning clinical clerk*
- I – Interpreter
  - Constructs differential diagnosis
  - *Senior clerk, resident*
- M – Manager
  - Appropriate tests and therapies
  - *Resident*
- E – Educator
  - Ready for independent practice
  - *Senior resident*

From Pangaro et al 1999

### Using RIME to teach

- R – Reporters
  - Physical signs /exam techniques
  - Classic histories
- I – Interpreters
  - Differential diagnosis
  - Red Flags
- M – Managers
  - Investigations / therapeutics
  - Safety netting
- E – Educators
  - Grey areas/ cognitive forcing strategies

### Triage Notes

1. 79 yr old female from nursing home. Altered LOC today. P104, BP 100/60, Sat 89%
2. 18 month old male. Diarrhea and vomiting 3 days. Lethargic, not drinking. P150, cap refill 2 seconds
3. 25 yr old male, high speed rollover, ejected. Passenger dead on scene. GCS 11. In full spinal precautions. P80, BP 120/70

### Creating order out of chaos

- Match teaching to learner
- Learning objectives for each case
- Focus on key ED aspects
  - Clinical reasoning
  - Critical illness
  - Use the team
- Concise teaching points
- Debriefing and feedback

### Creating order out of chaos

- Focus on key ED aspects
  - Clinical reasoning
  - Critical illness
  - The team
- Triage notes identify learning opportunities
- Match teaching to learner
- Concise teaching points
- Feedback and Debriefing

### References (1)

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