

# EMRAP Educator's Edition Summary

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### I. Relationship between the teacher and student

- A. How to measure success of the teacher and student relationship
  - 1. Student learns what you taught them and implements it
  - 2. Both the student and teacher are happy at the end of the day
- B. Focus on the learner
  - 1. Teach when the student is ready to learn (1am versus 9am)
  - 2. Teach at the level of the learner (MS3 versus PGY3)
  - 3. Teach for the student not the teacher
    - a. Don't be a showoff
    - b. Teach what the student needs to know
    - c. Be a sniper, don't use a shotgun
      - i. Keep the message brief
      - ii. Students will remember more when you teach less
      - iii. Teach a key pearl or pitfall
- C. Success of the relationship is based on the student
  - 1. Largely based on the learner's amount of effort
  - 2. When you start a shift, make sure the students will listen to teaching
    - a. The learner needs to pay attention
    - b. Listen with your eyes and ears
  - 3. Teach the learner how to learn-students need to take responsibility
  - 4. Tell the learner your expectations at the beginning

### II. Teaching techniques

- A. "What if..."
  - 1. Makes mundane cases interesting
  - 2. Example: Chief complaint back pain
    - a. "What if the patient was 38 weeks pregnant?"-makes the learner think of preeclampsia
    - b. "Now what if this patient seizes?"-now leads into discussion on how to manage eclampsia
  - 3. Quick associations
    - a. If really short on time
    - b. Example-patient with diarrhea. What if...
      - i. Diarrhea with pet iguana-Salmonella
      - ii. Diarrhea with febrile seizure-Shigella
      - iii. Just ate poorly cooked hamburger and had bloody diarrhea-E coli O157:H7
    - c. Focus on medications

- i. Example: Patient with UTI
      - 1. What if the patient was on warfarin, what antibiotics would you avoid? Quinolones
      - 2. Talk about contraindications
    - ii. Pt on chronic prednisone therapy
      - 1. What if patient presented with hypotension and hypoglycemia? Adrenal insufficiency
  - d. Make the patient crash-way of making any case a good teaching point
    - i. Patient with DKA suddenly has cardiac arrest? Hyperkalemia
    - ii. Back pain + warfarin? retroperitoneal bleed
  - e. Summarize at the end
    - i. Focus on 1-2 points
    - ii. Example-Remember anytime you have a patient on prednisone, if they have hypotension and hypoglycemia, think of adrenal insufficiency
- B. Lions, tigers, and bears-rule out worst case scenario
  - 1. When other specialties hear hoof beats, they think of horses. In EM we think of the most deadly, the lions, tigers, and bears.
    - a. What will kill the patient in the next 5 min, 5 hours, and 5 days?
      - i. Example: Chest pain
      - ii. What will kill in the next 5 min? dissection, tension pneumothorax, dysrhythmias
      - iii. What will kill in the next 5 hours? ACS, PE, pericarditis, tamponade, esophageal rupture
      - iv. What will kill in next 5 days? Pneumonia
    - b. Name 3 deadly causes of the patient's chief complaint
      - i. Example: chief complaint palpitations
      - ii. Deadly causes? Afib/WPW, Brugada syndrome, prolonged QT
- C. Microskills method-6-7 steps that take 5 min
  - 1. Get a commitment-what is going on?
  - 2. What makes you think of that/other thing you ruled out and why?
  - 3. Teach the general rules and 1-2 pearls (be a sniper)
  - 4. Feedback-be specific about what was good
  - 5. Constructive feedback-how to improve
  - 6. Identify the learners next step-refer them to website or other source of information
  - 7. Ask the student what they did well or need to improve on- Tell them you will ask them this at the beginning of the shift
- D. Summary
  - 1. Success primarily based on the learner not on the teacher

2. The “What if” teaching technique makes learning more fun
3. Lions and tigers and bears-the mindset of the EP, rule out worst case scenario first
4. Microskills-ask student to reflect backwards