

Teaching On-Shift in Emergency Medicine Toolkit

Module 1: General Teaching Principles Activity Sheet

1. A learner on shift has shown the ability to take lessons they learned in a previous lecture on unstable arrhythmias by placing a patient with atrial fibrillation with rapid ventricular response on a cardiac monitor and placing defibrillator pads on the patient. What level of Bloom's Taxonomy is the learner demonstrating? (Remember, understand, apply, analyze, evaluate, create)

2. A medical student is presenting a 65-year-old male patient with chest pain they interviewed. They tell you the patient has a history of coronary artery disease and is presenting with crushing chest pain, shortness of breath, cough, and nausea. They tell you they are most suspicious of acute coronary syndrome but are still concerned for pulmonary embolism and aortic dissection. When asked for a diagnostic and treatment plan, the student recommends getting an electrocardiogram, complete blood count, and chest X-ray. What level of the RIME pathway is this student demonstrating? (Reporter, interpreter, manager, educator)

3. You are looking to determine if a senior resident has attained the level of an evaluator based on Bloom's Taxonomy. What verbs could be used to identify if the resident has achieved this level in the hierarchy?



4. A resident presents a patient with a GI bleed to you. They note the patient has had three days of melanotic stools and lightheadedness. They also mention the patient has been taking NSAIDs for back pain. Their exam is remarkable for tachycardia and epigastric pain and tenderness. They are concerned about a GI bleed due to peptic ulcer disease. They do not believe this is acute coronary syndrome given the lack of chest pain. They want to order a type and screen, a complete blood count, and Tylenol for pain. When asked if they would like to start a proton pump inhibitor and why, the resident said they were not sure. What is the <u>next</u> level of the RIME pathway that you should focus on as the learning objective for this resident?

5. When preparing for educating adult learners, learning objectives should be aimed towards learners who are experienced, goal-oriented, practical, and what else?



Answer Sheet

- 1. Apply. Use information in new situations (execute, implement, solve).
- Interpreter. The student can decipher the patient's clinical history and exam into a coherent, well-organized differential diagnosis. The student still struggles with developing a comprehensive therapeutic plan, thus they have not reached the level of a manager.
- 3. Verbs used to justify a stand or decision: appraise, argue, defend, judge, select, support, value, critique, weigh, etc.
- 4. Educator. The prompt describes a learner at the manager level who can defend a differential and propose a therapeutic plan for the patient's central problems. The resident is not yet able to define important questions and must still conduct in-depth research and evidence behind best practices.
- 5. Self-motivated and self-directed. Adult learners' desire to learn comes from internal stimuli, such as personal growth and job satisfaction. They are also independent in deciding their learning pathway and prefer ownership of learning objectives.