



## 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?





## Answer Sheet

1. Apply. Use information in new situations (execute, implement, solve).
2. 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.