



Teaching On-Shift in Emergency Medicine Toolkit

Module 2: Teaching the Novice Learner

Activity Sheet

After learning about the presented teaching techniques, can you **think** of a time or case from a recent shift when you could have applied one of these techniques? Take a few minutes, jot down some notes, and then **pair** up with your neighbor to **share** what you came up with.

After several minutes, come together as a larger group for a discussion/reflection. Try to touch on each of the following techniques.

Technique	Description	Pearls	Pitfalls
Two-Minute Observation	Preceptor observes first two minutes of learner's H&P, then debriefs in a private setting later	-Good for review of fundamentals of history taking -Make sure to explain process to learner and patient -Avoid interruptions	Avoid if you don't have time to debrief
Aunt Minnie	Learner sees patient, presents only the CC and their diagnosis, then preceptor sees patient alone, then they discuss the differential and plan.	-Good for lower volume days -Helps learners build pattern recognition skills	Avoid using in rare or complex presentations
SPIT	Learner sees the patient and develops a differential list based on the acronym Serious, Probable, Interesting, Treatable	-Helps students expand on narrow differentials to build their ability to develop broader lists	Avoid using if you don't have time to discuss the list
Activated Demonstrations	Educator introduces a skill to be observed. Learner observes the educator perform the skill, then they discuss together.	-Can be used for clinical skills (taking a history, performing exam) or procedures (central line, cardiac arrest) -Useful when there isn't much time or you have a particularly junior learner	Make sure you have time after observation for discussion