**Instructor’s Guide**

**Teaching on Shift**

**Background**

Teaching in the clinical environment can be challenging due to competing demands of patient care and throughput. A deliberate teaching strategy can streamline the teaching process in a way that is advantageous to preceptors and learners.

**Purpose and Goals**

To provide attendees with strategies to incorporate teaching into a busy clinical shift in the ED

**Educational Objectives**

By the end of this didactic the learner will be able to:

* Set developmentally appropriate goals with learners in the clinical environment
* Employ strategies to highlight teaching moments during a clinical shift
* Construct teaching scripts for commonly emphasized teaching points
* Utilize teaching models to structure teaching on shift

**Resource Files**

1. Teaching on Shift module
	1. This didactic reviews strategies to incorporate teaching into the clinical environment
2. Summary handout
	1. This document provides a summary for the teaching points of the module

**Total Module Duration**

20 minutes

**Required Resources**

Computer capable of running Powerpoint

**Description of Module**

Intended Audience: This module was developed for EM residents at any level of training and attending physicians

**Pre-reading**

Chinai SA, Guth T, Lovell E, Epter M. Taking Advantage of the Teachable Moment: A Review of Learner-Centered Clinical Teaching Models. West J Emerg Med. 2018;19(1):28-34. doi:10.5811/westjem.2017.8.35277

**Recommended implementation/timeline:**

* Pre-module: Prior to attending the didactic, the pre-reading should be provided to the learners, which will allow them to focus on more advanced topics and raise informed questions throughout the session.
* During the module: **Teaching on Shift** didactic presented by faculty member

**Conclusions**

It is possible to deliver learner-centric teaching in busy clinical environment. Specific strategies such as tagging teaching, using teaching scripts and using teaching models can facilitate teaching on shift.

**References**

1. Chinai SA, Guth T, Lovell E, Epter M. Taking Advantage of the Teachable Moment: A Review of Learner-Centered Clinical Teaching Models. West J Emerg Med. 2018;19(1):28-34. doi:10.5811/westjem.2017.8.35277
2. Making on-shift teaching work. CORD AA 2019. Retrieved from: https://www.cordem.org/globalassets/files/academic-assembly/2019-aa/handouts/day-3/reaching-the-reticent---coaching-faculty-to-make-on-shift-teaching-work-handout-2.pdf