**example 1: Fellow**

**Direct Teaching WORKSHEET**

|  |  |
| --- | --- |
| **Title of teaching activity** | Clinician Educator in Emergency Medicine  |
| **Your teaching role** | My educational role is varied depending on the environment on any given day. I do bedside teaching with residents and medical students to teach history taking, physical diagnosis, and procedural techniques. I do a large amount of 1 on 1 teaching in the ED and when time allows (at least once per day) I also give small group learning sessions using short online powerpoint lectures I have created to bring the students and residents up to date on the literature and the current state of the art of medicine. |
| **Level of learner** | Medical Students and Internal Medicine Residents |
| **Contact with Learners****(Quantity)** | 1. Direct teaching contact time: Approximately 10 hours per week of direct clinical teaching (does not include my direct patient care time: 5 hours per day teaching out of a 12 hour clinical shift) 2. Approximately 200 hrs/year of direct teaching3. #learners/session: I teach 6-8 people daily for 24 hrs over a 2 wk block 10 times a yr: 2 medical students and 4 residents per shift. 4 different students and 14 different residents every 2 weeks. Approx 20 different medical students and 40 different residents per year.  |
| **# Years Teaching** | 4 years: Year 1- present |
| **Goals** | My goals in bedside teaching and teaching within the department are to prepare my students for the practice of Emergency Medicine and more specifically to insure that the care they deliver is evidence-based and up to date.I have the following specific goals for students and residents rotating in Emergency Medicine.By the end of the rotation students and residents should be able to:1. Perform a directed and thorough history & physical exam for each assigned patient, including an assessment and plan.
2. Describe the criteria for discharge and principles of discharge planning.
3. Recognize appropriate criteria for admission to the inpatient service, including medical, psychosocial, and environmental considerations.
4. Determine which patients can be managed in a general inpatient setting and which require higher levels of care and expertise in a critical care unit.
5. Determine which patients should be admitted for medical care and which patients require operative care
6. Identify the indications, limitations, and interpretation of common laboratory tests and imaging studies utilized in outpatient care.
7. Function effectively as part of an interdisciplinary team in the Emergency Department
8. Recognize the appropriate utilization of consultants
9. Provide sensitive support to patients and families with acute illness, and arrange for on-going support and or preventive services at discharge.
10. Recognize key concepts of cost containment, billing, and reimbursement in the hospital outpatient setting.
11. Maintain accurate, timely, and legally appropriate medical records in the outpatient setting.
12. Be aware of the continuum of care for all patients, from the initial presentation through the acute hospital care and admission, or discharge.
13. Create and communicate appropriate discharge instructions, indications for a return visit, and appropriate follow-up
 |
| **Methods** | Bedside teaching of history and physical exam performance, one on one teaching, small group lectures at the nursing station, and mock code scenarios performed when the department is less busy.  |
| **Evidence of Quality** | I have attached comments (all from the last year and every 3rd comment from previous years to conform to length guidelines) from students and residents (See Appendix A) |
| **Evidence of Dissemination** | * I have attended sessions on how to improve my teaching skills including a 2-day CME course in clinical teaching skills at X medical school and several faculty development workshops at the national society’s annual conference.
* I recently posted my mini-powerpoint lectures on the department’s website under learning resources and they are now freely available.
* I have created a short evaluation for each lecture that pops up after someone views the powerpoint online.
* I am working on submitting these mini-lectures to MedEdPORTAL
 |

1. **Quantifiable Teaching Evaluation Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | Year 1 | Year 2 | Year 3 | Year 4 (current) |
| **Teaching Effectiveness** Scale: 1-5, 5 best | **Not available** | N= **40**Rating= **4.6/5** | N= **42**Rating= **4.8/5** | N= **43**Rating= **4.7/5** |

**\*\* Data from New Innovations, which is the resident evaluation online tool used by both the department of Emergency Medicine as well as the Department of Pediatrics.**

1. **Overall Evidence of Teaching Quality**

I was voted the Teacher of the Year by the Emergency Medicine residents in Year X.