

**THE OTHER LEARNER: Maximizing the potential of non-EM residents in your ED**

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**Who are the Other Learners?**

Novice:

1. Off-service interns
2. Medical students
3. Visiting medical students and sub-interns
4. New mid-level providers
5. Nursing and EMT students

Advanced:

1. Off-service residents
2. Experienced mid-level providers
4. Fellows, (e.g. pediatric EM)

**What is their impact on the ED environment?**

Potential Difficulties:

- Impact on productivity
- Sufficient supervision required
- Impact on EM resident education and teaching
- Impact on EM resident procedures or other unique learning opportunities
- Different milestones and objectives than EM residents
- Variable motivation
- Scheduling issues, including back-up coverage for call-offs
- Need for orientation to space/EMR/system/patient care
- Limited understanding of ED flow, culture and appropriate work-ups

Potential Benefits:

- Opportunity for vertical teaching and supervision, even for interns
- Opportunity for non-EM learner to offer their expertise
- Exposure to EM practice environment and level of acuity
- Development of collaborative interdepartmental relationships
- Sharing of EM culture: appropriate referrals, ED capability and limitations

## **Maximizing their potential: Best Practices**

1. Identify specific objectives for all non-EM learners in your ED. Link to their milestones whenever possible and make learning goals clear.
2. Ensure appropriate orientation and educational resources to learner level.
3. Close feedback loop for all non-EM learners. (evaluations and summary report to PD for off-service rotators - may follow specialty specific milestones and should include areas of medical knowledge, systems, professionalism, etc.)
4. Identify opportunities for vertical teaching.
5. Give non-EM learners teaching responsibility, i.e. topic based presentations to EM residents in a “teaching rounds” setting
6. Identify ways to make EM applicable to non-EM learner’s future practice (e.g. identify appropriate patients and procedures, challenge with talking through applicable cases in their future practice setting
7. Consequences for unprofessional behavior (extra shifts, calling chiefs/PDs, professionalism committees, etc.)