## Emergency Medicine and Medical Education (NUH)

### Pre-requisites

Please be aware that this SSM may involve work being timetabled over weekends and out of hours.

### Summary of Content

This SSM is designed to give students an introduction to educational theory and practice, in the context of Emergency Medicine. They will have to the opportunity to observe clinical and educational practice in the Emergency Department, and to see and assess patients, with support from the large DREEAM inter-professional clinical education team.

The educational component of the SSM will be led by Professor Reg Dennick. A component of this will be online. Students will be given time to complete ‘MedWise’, which is an online Moodle course, designed for medical and health science teachers. It covers various aspects of medical education such as lecturing and presentation skills, questioning techniques, feedback and assessment methods. There will also be face to face teaching from experts on educational theory and on different teaching modalities such as presentations, small group teaching and simulation. There will also be a practical session on how to teach clinical skills. There will be the opportunity to have feedback on videoed short teaching sessions.

During the SSM, students will be expected to plan an hour long teaching session, based on an emergency medicine topic which will be delivered at the end of the attachment.

### Aims

The main purpose of this SSM is to give student a grounding in medical education theory, and the opportunity to apply this in the context of the specialty of Emergency Medicine.

### Knowledge & Understanding

The student will be able to:

* describe the approach to the assessment of a critically ill patient.
* discuss the management of the common medical and surgical emergencies.
* define inter-professional education and ‘human factors’, and discuss them in the context of Emergency Medicine.
* define and discuss the concept of learner-centred education.
* discuss different educational theories and how they impact on teaching in practice.
* give examples of evidence-based education.
* describe different techniques to enhance the quality of delivery of small group teaching.
* outline different questioning techniques and give examples of their application in practice.
* be able to devise ‘SMART’ learning objectives and outcomes for their teaching.
* list the elements of effective feedback.
* employ appropriate strategies to evaluate their teaching.

### Professional & Practical Skills

The student will be able to:

* to perform a time critical assessment on a critically ill patient in simulation.
* perform venepuncture and intravenous cannulation on patients in ED.
* employ appropriate techniques to teach a clinical skill.
* apply emergency medicine and educational theory to develop a teaching session on an Emergency Medicine topic.

### Attitudes & Behaviour

The student will:

* understand the importance of inter-professionalism in healthcare education.
* appreciate the importance of team-working and the impact of human factors and non-technical skills on outcomes in Emergency Medicine.
* Sign-off in professionalism (PASS/FAIL)

### Teaching Methods

* Shop-floor supervision in the emergency department.
* Simulation
* Technology Enhanced Learning (TEL) - 'Medwise' Moodle on-line course.
* Didactic lectures
* Small-group teaching.

### Assessment

Students will complete the on-line assessment of the MedWise course.

Students will be expected to prepare an hour long teaching session on an Emergency Medicine topic, which will be delivered to a group of inter-professional learners in the ED. The student will write a reflection on their presentation based on their own evaluation +/- a recording of the session, as well as feedback from the audience using a structured feedback form.

Sign-off on MyProgress for SSM after satisfactory completion of SSM logbook (reflections, career pathway etc.) plus successful completion of any in-house assessments.

### Feedback

Student evaluations will be taken in verbal and written form at the end of each SSM occurrence. Where appropriate, changes in the attachment will be instigated in response to feedback.

### Staff

Frank Coffey – Consultant / Associate Professor in Emergency Medicine: [frank.coffey@nottingham.ac.uk](mailto:frank.coffey@nottingham.ac.uk)

### Primary Contact

Frank Coffey - SSM Lead Ext – 62712/70318 QMC.

Alison Whitfield - [Alison.Whitfield@nottingham.ac.uk](mailto:Alison.Whitfield@nottingham.ac.uk)

Lucy Harris - [Lucy.Harris@nuh.nhs.uk](mailto:Lucy.Harris@nuh.nhs.uk)