

Too Busy to Teach?

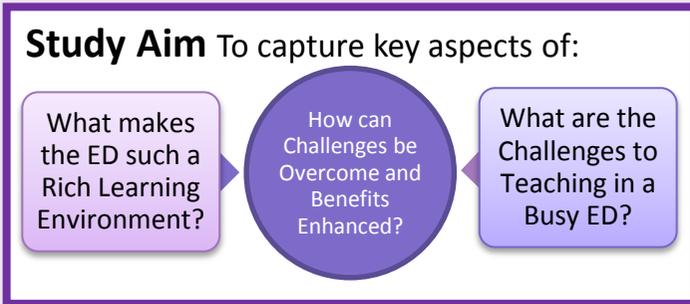
Recognising Challenges and Overcoming Barriers when Teaching Undergraduates in a Busy Emergency Department

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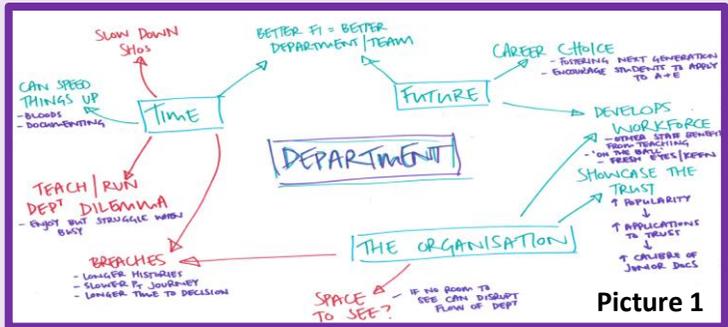
Introduction

Any Emergency Department (ED) team member will tell you that the ED clinical environment is a rich and unique context in which undergraduates (UG) can learn.



Methods and Data Analysis

Questionnaires were offered to all ED staff asking them to describe the impact of UG placements in two busy DGH EDs. Thirty-Six team members took part (55% response rate). Content analysis was performed considering departmental factors (Picture 1), patient factors and student factors.



Results

The findings demonstrated that perceived problems and benefits differed between staff members. Many strengths of the ED were inextricably linked with its challenges as a teaching environment. 2 examples being:



Discussion

Using these results, a 'Top Tips' list was created to cover highlighted points covered in the questionnaire results. Overall the results demonstrate the need for flexibility when considering the structure of teaching shifts taking into account the needs of the student, patient and department. This valuable data will help shape the future final year rotations after the opening of a new purpose built Specialist Emergency Hospital in Northumbria. www.specialistemergencycarehospital.co.uk

- ### Top Tips for Teaching in the ED
- Introduction and Inclusion in the Team
 - Signpost Patient Involvement in Teaching
 - Ask about Students' Learning Needs
 - Challenge them! (safely)
 - Tactics for the busy department?
 - Supervision of Procedures
 - Make time for debrief and feedback
 - Show them how awesome the ED can be!
- Please take a hand-out copy (points illustrated)