

Teaching that Counts: Tagging your Teachable Moment

Step #1

Recognize the teachable moment



- Every patient encounter has many teachable moments.
- Choose only one!
- Tailor your teaching to your learner's needs.
- Keep it short... 1-2 minutes.



Did you know?

Every time you ask a question to elicit an idea, share your approach to a problem, or refine a learner's answer, you are entering a teachable moment!



Tip

Direct observation of a learner can be a great way to inspire a teachable moment!

Step #2

TAG your teachable moment



- You teach a lot. But your learners may not recognize it.
- Help your learner identify teachable moments by clearly stating that you're about to give them an educational pearl.

For example:

"**The teaching point is:** we need to rule out pregnancy in all women of child-bearing age with acute pelvic pain."

"**The teaching point is:** only do a HINTS exam to identify acute vestibular syndrome on someone with **persistent**, rather than episodic, vertigo"



Tip

Write your teachable moment on a post-it. This will keep it concise and will allow the learner to review it later on!

REFERENCES:

1) Green GM, Chen EH, "Top 10 ideas to improve your bedside teaching in a busy emergency department" Emerg Med J 2015;32:76-77.

2) Swaminathan, A, "Post-it pearls" Core EM 2017" <https://coreem.net/blog/post-it-pearls/post-it-pearls-1-0/>

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