

3. BÖLÜM

Acil tıpta öğretim ve hasta bakımı

Michael A. Bohrn and David A. Kramer

Department of Emergency Medicine, York Hospital, York, PA, USA

Çeviri: Prof. Dr. A. Sadık GİRİŞGİN,

Uzm. Dr. Leyla ÖZTÜRK SÖNMEZ

Giriş

Neden acil tıbbi (AT) öğretmeyi seçtik? Bu, AT eğitimi alanların sıkça sorduğu bir sorudur. Bunun bazılarının açık ve bazılarının da biraz karışık sebepleri var. Her acil doktoru kariyerinde yetenekli eğitimcilerden, rol modellerden ve danışmanlardan faydalanır. Bazıları için, gelecek nesillere şans vermek yeterli bir motivasyondur. Öğretim ödülleri ve akademik yükselme potansiyeli gibi olaylar diğer motivasyon veren durumlardır. Herkes bu motivasyonları farklı derecelerde yaşar ve neredeyse herkesin zor zamanlarda bunu yapmak için bunlar gibi bazı motivasyonlara ihtiyacı vardır. Bu bölümde, biz acil tıp uzmanlarının eğitiminde yer alan acilde mükemmel hasta bakımını öğrenmeyle ilgili bazı faktörleri keşfedeceğiz.

Acil tıp eğitiminde motivasyon

Acil Tıp öğretim üyeleri bu mesleği ve kariyerlerini çeşitli nedenlerle seçerler. Bazıları için, bu eğitim gelecekteki hekimleri eğitmek gibi basit bir arzudur. Bazıları içinse kişisel ve eğitim kariyeri için sunulan kariyer fırsatları içinde cazip seçenektir. Bazı uzmanlar, öğretim üyelerini uyarmak için bazı şeyleri bir çeşitli ödül olarak kullanmışlardır. Bunlar finansal teşvikler, eğitim

Practical Teaching in Emergency Medicine, İkinci Baskı. Düzenleyen: Robert L. Rogers, Amal Mattu, Michael E. Winters, Joseph P. Martinez ve Terrence M. Mulligan. © 2013 John Wiley & Sons, Ltd. 2013'te John Wiley & Sons, Ltd. tarafından yayımlandı

Kaynaklar

1. Kumar A, Loomba D, Rahangdale RY, et al. Rewards and incentives for nonsalaried clinical faculty who teach medical students. *J Gen Intern Med* 1999; 14: 370–372.
2. Viggiano TR, Shub C, Giere RW. The Mayo Clinic's Clinician-Educator Award: a program to encourage educational innovation and scholarship. *Acad Med* 2000; 75: 940–943.
3. Levinson W, Rubenstein A. Mission-critical: Integrating clinicianeducators into academic medical centers. *N Engl J Med* 1999; 342: 840–844.
4. Nutter DO, Bond JS, Collier BS, et al. Measuring faculty efforts and contributions in medical education. *Acad Med* 2000; 75: 199–207.
5. Kristal SL, Randall-Kristal KA, Thompson BM. The Society for Academic Emergency Medicine's 2004–2005 faculty salary and benefit survey. *Acad Emerg Med* 2006; 13: 548–558.
6. Leigh JP, Tancredi D, Jerant A, et al. Physician wages across specialties: informing the physician reimbursement debate. *Arch Intern Med* 2010; 170: 1728–1734.
7. Aldeen AZ, Gisondi MA. Bedside teaching in the emergency department. *Acad Emerg Med* 2006; 13: 860–866.
8. Russi CS, Hamilton GC. A case for emergency medicine in the undergraduate medical school curriculum (commentary). *Acad Emerg Med* 2005; 12: 994–998.
9. Wald DA, Manthey DE, Kruus L, et al. The state of the clerkship: a survey of emergency medicine clerkship directors. *Acad Emerg Med* 2007; 14: 629–634.
10. Coates WC. An educator's guide to teaching EM to medical students. *Acad Emerg Med* 2004; 11: 300–306.
11. Lubavin BV, Langdorf MI, Blasko BJ. The effect of emergency medicine residency format on pursuit of fellowship training and academic career. *Acad Emerg Med* 2004; 11: 938–943.
12. Stern SA, Kim HM, Neacy K, et al. The impact of environmental factors on emergency medicine resident career choice. *Acad Emerg Med* 1999; 6: 262–270.
13. Coates WC, Hobgood CD, Birnbaum A, et al. Faculty development: academic opportunities for emergency medicine faculty on education career tracks. *Acad Emerg Med* 2003; 10: 1113–1117.
14. Garmel GM. Mentoring medical students in academic emergency medicine. *Acad Emerg Med* 2004; 11: 1351–1357.
15. Coates WC, Ankel F, Birnbaum A, et al. The Virtual Advisor Program: linking students to mentors via the world wide web. *Acad Emerg Med* 2004; 11: 253–255.
16. Farrell SE, Digioia NM, Broderick KB, et al. Mentoring for clinicianeducators. *Acad Emerg Med* 2004; 11: 1346–1350.

17. Arnold JL, Holliman CJ. Lessons learned from international emergency medicine development. *Emerg Med Clin North Am* 2005; 23: 133–147.
18. Holliman CJ, VanRooyen MJ. Planning recommendations for international emergency medicine and out-of-hospital care system development. *Acad Emerg Med* 2000; 7: 911–917.
19. Bond WF, Lammers RL, Spillane LL, et al. The use of simulation in emergency medicine: a research agenda. *Acad Emerg Med* 2007; 14: 353–363.
20. Biros MH, Barsan WG, Lewis RJ, et al. Supporting emergency medicine research: developing the infrastructure. *Ann Emerg Med* 1998; 31: 188–196.
21. Pollack CV, Cairns CB. The Emergency Medicine Foundation: 25 years of advancing education and research. *Ann Emerg Med* 1999; 33: 448–450.
22. Binstadt ES, Walls RM, White BA, et al. A comprehensive medical simulation education curriculum for emergency medicine residents. *Ann Emerg Med* 2007; 49: 505–507.
23. McPetrich J. A structured literature review on the use of high fidelity simulators for teaching emergency medicine. *Emerg Med J* 2006; 23: 509–511.
24. Croskerry P, Wears RL, Binder LS. Setting the educational agenda and curriculum for error prevention in emergency medicine. *Acad Emerg Med* 2000; 7: 1194–1200.
25. Cook T, Hunt P, Hoppman R. Emergency medicine leads the way for training students in clinician-based ultrasound: a radical paradigm shift in patient imaging. *Acad Emerg Med* 2007; 14: 558–561.
26. Hockberger RS, LaDuca A, Orr NA, et al. Creating the model of a clinical practice of emergency medicine: the case of emergency medicine. *Acad Emerg Med* 2003; 10: 161–168.
27. RoyalCollegeofPhysiciansandSurgeonsofCanada.Objectivesoftraining in emergency medicine 2008. Available at: rcpsc.medical.org/residency/certification/objectives/emergmed_e.pdf. Accessed November 8, 2011.
28. U.K. College of Emergency Medicine. Curriculum for EM core and higher training 2010. Available at: www.collemergencymed.ac.uk/Training%2DExams/Curriculum/Curriculum%20from%20August%202010/. Accessed November 8, 2011.
29. Australasian College for Emergency Medicine. 2011. Training & examination handbook. Available at: www.acem.org.au/media/publications/Handbook_2011_Mar-11_.pdf. Accessed November 8, 2011.
30. Singer A, Hobgood C, Kilroy D, et al. International Federation for Emergency Medicine model curriculum for medical student education in emergency medicine. *CJEM* 2009; 11(4): 349–354.

34 1. Kısım: Arka Plan/Giriş

31. Thomas HA, Binder LS, Chapman DM, et al. The 2003 model of the clinical practice of emergency medicine: the 2005 update. *Acad Emerg Med* 2006; 13: 1070–1073.
32. Thomas HA, Beeson MS, Binder LS, et al. The 2005 model of the clinical practice of emergency medicine: the 2007 update. *Acad Emerg Med* 2008; 15: 776–779.
33. Perina DG, Beeson MS. The 2007 model of the clinical practice of emergency medicine: the 2009 update. *Acad Emerg Med* 2011; 18: e8–e26.