

Foundations II Curriculum Guidelines for Small Group Instructors

Thank you for volunteering to help out as a small group instructor. Below is a general overview of how to lead your small group through a standard Foundations case.

General Overview

The upcoming Foundations meeting will be using a flipped classroom approach. Under this model learners are expected to review core knowledge prior to each session, allowing meeting time to be used for active learning and application of knowledge through small group case review. As an instructor, you will be asked to lead a small group of junior learners through a Foundations case and a quick review of teaching points related to your case. Case information and recommended teaching points will be provided to you in advance and should require minimal preparation (10-20min). Although Foundations cases use an oral boards style format, they are meant to simulate and teach best practices in the REAL clinical environment (not a formal test environment). Your role is to guide learners to manage patients just as if you were working with them on shift. The tone should be comfortable and collaborative, not stern and formal.

What to Expect

During the meeting, you will be rotating to different small groups of resident learners and guiding them through your Foundations case. You will have 20-25 minutes total (time may vary by site) with each group and will teach the same case to two different groups during the hour. You will be given a folder or tablet with the full case and handouts with lab results/imaging to give them as they progress through the case. For these advanced cases, there will be embedded teaching prompts within the case. Refer to the detailed learning points at the end of your case to guide these mini discussion periods. Give learners the handouts/results as they are asked for; if you have a larger group, you may get two copies of each handout so they can be easily shared and reviewed by each learner. If using paper cases, be sure to keep result handouts out of view before they are provided in the case and make sure you collect all of these at the end of the case for future use.

Time Management

Your learners will have 15-20 minutes (varies by site) to complete the full case. You will then have an additional 5 minutes to provide feedback on learner performance, review any additional case "Teaching Points", answer questions and add any of your own recommendations or experience related to the case topic. It is a good idea to keep a timer running on your cell phone during the case to keep yourself on track with the timing guidelines noted above and prevent delays in group transitions. Use your discretion when it comes to answering detailed or off-topic questions and remember that extra time on your case means less time for a different case or a delay in getting to the next scheduled lecture hour.

Achieving Instructional Success

This instructional model is meant to be fast-paced and high-yield. In order for residents to gain the most from each session, instructor preparation and time management are key. Please review your entire assigned case and the associated teaching points prior to the meeting; your familiarity with the content will directly impact

the effectiveness and efficiency of your case. If you'd like, you can visit [www.FOUNDATIONSem.com](http://wwwFOUNDATIONSem.com) to review Learning Pathway (independent study) assignments that coordinate with each Foundations meeting.

Engaging the Group

Defer to your Lead Instructor's recommendations regarding the options below.

- **Shifting Leader Method (Recommended)**- the case leader/official decision maker will shift over the course of the case. Learners may receive group assignment cards that designate specific roles for their first case- primary survey / stabilize, history / physical or management / disposition. Although the assigned learner should take the lead with their role, this method should also allow collaboration from other group members not in the leader role and discussion questions should be targeted to the group as a whole. At the end of the case, learners should rotate card assignments to take on a new role with the next case.
- **Case Leader Method**- Before you start the case, identify a group leader who will act as the official decision maker to move the case forward; however, encourage collaboration and input from the entire group as you progress through the case. Engage all learners during discussion questions and teaching points instead of singling out one learner. The case leader should change for each new case during the hour.
- **Group Think**- We do not recommend group only management of a case without clearly assigning responsibilities; repeated learner feedback suggests this is lower yield for individual learners.

Instructor Flag Form

Foundations meetings are designed to create safe learning spaces. We want learners to feel comfortable asking questions, admitting knowledge gaps and sharing ideas. However, if you identify a learner who may require additional support, consider filling out the "Instructor Flag Form". This is a web-based assessment tool that may be used to highlight any concerns about a specific learner (e.g. medical knowledge, patient care, communication, professionalism, wellness). Your Lead Instructor should provide you information about your site's plan for use of this tool.

Important Tips for Administering Cases

- Review the case with them as though this was a real patient. Feel free to take on the personalities of different "characters" and have learners speak directly to "the patient", "the worried mother" or "the on-call surgeon".
- The lab results handout only lists generic labs; specialized tests require verbal report.
- Required components of the case are listed under "Critical Actions". Outside of these, use your best judgment to allow variation in practice for case management.
 - If they order a reasonable test but it isn't written in the case, you can report it is "unavailable" or allow it and simply report it as "negative/normal".
 - If they miss non-critical actions in the case (O2, certain labs, POCUS, etc) allow them to move forward and discuss these options during case review.
- As time permits ask probing questions such as "What is your differential at this point?", "The consultant would like to know your interpretation of the XR results", etc
- If your learners are struggling or short on time, give them clues as needed to move forward and achieve critical actions required for the case.
- If you happen to end the case with extra time, consider asking learners to share any real life experiences they have with similar patients/cases.