



Foundations Curriculum Planning Guide for Lead Instructors

The purpose of this guide is to cover all the nuts and bolts of weekly planning and running Foundations Meetings. For detailed information about year-long planning and implementation of the Foundations curriculum at your site, please refer to the "Site Director Foundations Guide". This and more general information can be found on the Foundations website (www.FoundationsEM.com) under "Leadership Resources". The password for protected content changes every 3-4 months and will be provided to you by the Foundations National Leadership Team. Please only share this password with members of the Foundations Leadership Team at your site. DO NOT share this with your residents, with the exception of those included on your official Site Leadership Team. Please note that the Foundations website will be updated **June 15th July 1st** to reflect content and resources for the 2018-2019 academic year.

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2018-2019 Foundations Courses

**The following is a general overview of courses available through Foundations of Emergency Medicine. As a Lead Instructor, you may be planning for specific meetings within one or more of the courses below. The Supplemental Resources section provides an overview of content you may be involved in planning or leading as well.

Foundations I (F1)

Longitudinal flipped classroom course targeting PGY1 learners that provides a systems-based review of fundamental knowledge and can't miss diagnoses within the EM Model. Learning Pathways provide content for asynchronous review prior to 30 classroom meetings (50 min) where 3 small group oral boards style cases are discussed with focused teaching points. Coordinated Rosh Review exams after each meeting reinforce weekly content and aid resident assessment. (**3 small group instructors preferred, modification possible*)

Foundations II (F2)

Advanced curriculum targeting PGY2/3 learners that mirrors Foundations I but includes more complex diagnoses and critical care management. This course includes 30 classroom meetings (50 min) where 2 small group oral boards style cases are discussed with focused teaching points. (**2 or 4 small group instructors preferred, modification possible, **Includes flipped classroom with Learning Pathways and paired Rosh exams*)

Foundations III (F3)

Advanced curriculum targeting PGY3/4 learners with a focus on the "Art of Emergency Medicine". F3 will cover topics that are crucial to daily EM practice but have traditionally been neglected within resident education (e.g. billing and coding, medicolegal pitfalls, decision-making capacity, wellness, etc). This course includes 30 classroom meetings (50 min) led by a single instructor, including topic discussion and breakout activities. Suggested paired asynchronous content will be available for reference.

EKG I

Flipped classroom course targeting PGY1 learners that reviews fundamental skills in EKG interpretation and can't miss EKG diagnoses. The course is divided into 24 sessions with 6 units of core content review and associated challenge EKGs. EKGs are paired with asynchronous EKG blog posts for more in-depth topic review. This may be implemented longitudinally with 24 sessions each requiring 15-20 min of classroom time OR workshop-style by unit requiring 6 hour-long meetings. All are led by a single instructor.

EKG II

Advanced curriculum targeting PGY2/3 learners that mirrors EKG I in approach, length and structure but includes more complex EKG concepts and challenges.

Imaging I (I1)

Fundamental skills curriculum targeting PGY1/2 learners with a focus on core image interpretation skills relevant to daily clinical practice. This course includes 16 classroom meetings (50 min) led by a single instructor, including topic discussion and breakout activities. Suggested paired asynchronous content

will be available for reference. (***All learner levels may benefit from this course if none have received formal imaging education*)

Supplemental Resources

Foundations Frameworks

Frameworks, a supplementary curriculum for Foundations, focuses on teaching organized approaches to common clinical entities and primarily targets PGY1/2 learners. The Frameworks curriculum aims to equip emergency medicine residents with cognitive scaffolding to efficiently work up and care for undifferentiated patients (eg “Approach to AMS”, “Approach to Stroke”, “Approach to Syncope”, etc). These may be used in the classroom setting and/or for on-shift teaching as a simple visual resource to provide resident learners with cognitive approaches to complex patient complaints. A detailed instructor guide will be provided for each Framework to assist the faculty instructor and support resident teaching.

For the 2018-2019 academic year, there will be a Framework paired with each unit of the Foundations I curriculum. This content will expand to include Foundations II over the coming 12 months. Frameworks will be embedded in Learning Pathway assignments for each F1 unit and will also be hosted on a separate page on the Foundations website.

In-Training Exam Review Resources

The Comprehensive Board Review Resource is composed of challenge questions and answers divided by and including all systems. A classroom review session may be hosted using this resource; it may also be shared with residents to be used for independent study (flashcard option available). The ITE High Yield Topics Presentations are lecture based interactive games which cover high-yield topics with a focus on Cards, Trauma, GI, Peds, Pulm, Tox, Neuro and ID. Each system may be reviewed in a 30-60 min classroom session, providing up to 8 hours of conference ITE review content. (**additional systems to be released by 12/15*)

Feedback Meeting

We recommend that each site plan for a Feedback meeting for learners in each course your site uses. This 45-60 minute session is intended to be a large group discussion (divided by learner level- separating F1, F2, F3, etc) at some point in May or June. There will be an official Foundations Mid-Year Survey (MYS) sent to all learners in Feb/March which should be analyzed by the end of April. Learner feedback from your site will be shared with your site leadership. This official feedback can prompt questions and more in-depth discussion with your learners during your site’s Feedback Meeting. This feedback should inform changes and improvements in how your site implements Foundations content for the next academic year.

Foundations Meeting Task List (F1, F2)

The following should be completed to prepare for each Foundations I and II Meeting:

- Ensure there are enough small group instructors for the next meeting
- Remind learners of asynchronous assignments for the week (Foundations Unit)
- Create a Meeting Plan to organize instructor assignments and case rotation schedules
- Email Instructors with Small Group Instructor Guidelines and Foundations Cases (template email provided)
- Plan for digital resource access (laptops or tablets), or if using paper copies print and organize each of the following as needed prior to each meeting:
 - o Weekly Foundations Cases
 - o Foundations Case Note Sheets
 - o Frameworks copies (if you have additional meeting time to cover this in person)
- Prep meeting space for small group work (prior to Meeting)
- After each meeting, contact learners (email vs other) with learning materials from the week (case teaching points, Rosh Mini-Test assignment, Attendance and Asynchronous Work Attestation) and reminder of assignments for next week (Foundations Unit).

Guidelines and References

The following resources are posted on the Foundations website under Leadership Resources -> Quicklinks for Leadership. These will be immensely valuable as you plan for specific Foundations Meetings.

- **Lead Instructor Foundations Guide** (this document) covers all the nuts and bolts of weekly planning and running Foundations Meetings
- **F1 and F2 Small Group Instructor Guides** review expectations and best practices
- **Small Group Organizers** help plan for small groups and SGI rotations
- **Schedule Templates** to plan courses and organize course instructors
- **Tracking Google Form Example and Instructions** to track resident compliance and attendance
- **Instructor Flag Google Form Example and Instructions** tool for instructors to notify leadership of learners in need
- **Learner Guidelines for Foundations Cases** reviews expectations and best practices for learners
- **F1 and F2 Example Foundations Cases** can be used for reference to learn oral boards style review within the Foundations setting
- **Learner Note Sheets**, 3 case (F1) or 2 case (F2) to be used as a reference during Foundations cases

Foundations Meeting Planning

Finding the Foundations Meeting Schedule and Planned Foundations Cases

The Foundations I and II Course Schedules for Leadership can be found on the Foundations website under the “Leadership Resources” tab. These detail the specific topics, associated Framework (F1) and related Foundations cases for each unit of each course. Note that these are general course schedules; for specific dates or significant modifications at your site you will need to refer to your own departmental reference for your site specific course schedules. If you need access to specific resources before they are available on the website, please contact the Course Director (see contacts above) for special access.

Small Group Planning

Foundations I

The standard Foundations I Meeting format involves 3 Small Group Instructors for each Foundations Meeting. Ideally small groups should have 2-5 learners. The easiest setup logistically is to have three small groups and three small group instructors (who administer a single case to each group). However, if you expect less than 6 or more than 15 F1 learners for most weeks you should consider adjusting small group planning accordingly. Suggestions for this can be found in the Meeting Plan section below.

Foundations II

The standard Foundations II Meeting format involves 2 different advanced cases which should be given to 2 or 4 small groups with an equal number of Small Group Instructors. Ideally small groups should have 3-4 learners, but should have no less than 2 and no more than 5 on a routine basis.

Recruiting Instructors

For Foundations I +/- Foundations II, you may be using either Faculty members or Faculty + Senior Residents to serve as small group instructors. These details should be discussed with your Site Director. As the Lead Instructor, you will ideally be acting as a supervisor, supporting small group instructors and managing time. If necessary, you can take charge of one of the F1 or F2 small groups but will need to multi-task to make sure the other groups are on task and keeping time.

On the Foundations website under Leadership Resources -> Quicklinks for Leadership, you’ll find a spreadsheet with **Foundations Schedule Templates** that includes tabs dedicated to organizing and recruiting Lead and Small Group Instructors for each unit of F1 and F2. Your Site Director likely has a site specific version of this for you to refer to as you plan for individual meetings. If your site uses this resource, you should refer to this document to ensure there are enough small group instructors prior to each Foundations meeting.

If your site has a specific instructor schedule kept as a Google Drive document and you need to recruit more Small Group Instructors, you can send them a link to sign up for a given week on the “Site Instructors Schedule”. To do this, you must click on “Share” in the top right corner of the page, then “Get Shareable Link”, then double check that the link sharing setting is “Anyone with the link can edit”. You can copy and paste this active link into a monthly recruitment email to your pool of Small Group Instructors (see email template below).

Creating a Meeting Plan

Foundations I

If you are using the standard Foundations I meeting format with 3 small groups, you can use the F1 3 Group Meeting Plan Template found at the end of this document. There is also a F1 4 Group Meeting Plan Template for sites with a larger number of F1 learners. If you modify the standard format to have only 1 or 2 Foundations I small groups, then your 1 or 2 small groups instructors will have to prepare for and present all 3 cases for that unit to their small group.

Foundations II

If you are using the standard Foundations II Meeting format with 2 or 4 small groups, you can use the F2 2 or 4 Group Meeting Plan Template found at the end of this document. If you modify the standard format to have an odd number of small groups/instructors; the single, third or fifth small group instructor will have to prepare for and present 2 cases for that unit to their small group.

Preparation Prior to the Foundations Meeting

You can find Foundations Cases on the course website by going to Leadership Resources and then clicking the course in question (F1, F2) to access the Course Schedule for Leadership. You can find other in-classroom resources by going to Leadership Resources -> Quicklinks for Leadership.

- Prepare the Foundations Case folders:

**This step is required If your site plans to use paper cases; if you plan to use electronic versions of cases on laptops or tablets, you can skip this section and simply pull up the cases on the devices just before the meeting.*

- **Foundations I** (3 cases per unit)
 - If you are using the standard 3 instructors, print 1 copy of each case
 - If you are using 1, 2 or 4 instructors, print 2 copies of each case
- **Foundations II** (2 cases per unit)
 - If you are using 1 or 2 instructors, print 1 copy of each case
 - If you are using 3 or 4 instructors, print 2 copies of each case
 - If you are using 5 or 6 instructors, print 3 copies of each case
- Separate and staple the case text
- Make sure the stimuli/handouts at the end of each case are separate so they can be handed to learners as the case progresses

- Consider making 2 copies of each stimulus/handout for each small group if you expect more than 3 learners in each small group (so there is not a significant delay as learners review case results)
- Place case text and handouts in a file folder or envelope labeled with the case number. You will give the assigned case file to each small group instructor.
- Print (2-sided) copies of the **3-Case Note Sheet** for your F1 learners or **2-Case Note Sheet** for your F2 learners to provide to each learner at the meeting.
- If your site will also be reviewing **EKG Course** content, you should print copies of Challenge EKGs that will be used that day. Alternately, you can ask learners to pull up the Challenge EKGs from the Foundations website (Learner Resources -> EKG Courses) on their own devices.
- Consider securing a **timer** that alarms at designated time intervals (when there are 5 minutes remaining for a given case and again when the case is over and instructors must switch groups) or use an app on your phone to accomplish this (“Interval Timer” app works well).

Leading the Foundations Meeting

Prior to the Meeting:

- Set up tables/chairs in your learning space or meeting rooms in close proximity to allow for easy small group work and a quick transition for instructors between cases
- Provide your instructors with their cases, review the case materials and answer any questions
- Assign your instructors a small group table where they should start. Explain the timing of the hour (F1- 10 min for the case, 5 minutes for feedback and teaching points; F2- 15-18 min for the case, 5 minutes for feedback and final teaching points) and how instructors should rotate to new groups (it is faster for instructors to move than for entire small groups to move).
- If you plan to use the Small Group Organizers (found under Leadership Resources -> Quicklinks for Leadership), you can label your tables with group number signs and hand out or display for pickup group ID cards for learners.
- Hand out or display for pickup the Foundations Case Note Sheet for learners.

Starting the Meeting:

- Use the first 5 minutes to review any course announcements/updates and to answer any questions about asynchronous content.
- Divide your learners into small groups by hand or with the provided organizer group ID cards

During the Cases:

- As the lead instructor you should primarily manage time (F1- 15 min/case, F2- 20-23 min/case), announce when there are 5 minutes left (i.e.- instructors should focus on case teaching points) and when it is time for instructors to switch groups. Consider using an interval timer to keep things on pace.
- If you are also acting as a small group instructor, you will need to administer the case AND announce time marks/prompt transitions

After the Cases:

- Collect case materials from instructors including all handouts/stimuli and group ID cards

Small Group Rotation Organizers

When it comes to dividing your learners into small groups, the simplest plan would be to count learners off and direct them to different small group tables/rooms. Assign a starting table/room for each Small Group Instructor and inform them where to go for their other groups over the course of the hour.

If you would prefer a more managed approach to organizing small group rotations, you may refer to the “Small Group Organizer” resource available for download from the Foundations website under “Quicklinks for Leadership”. This resource provides small group table signs and group ID cards to divide learners into random and equal small groups. Most sites will only use the labels for groups 1-3 (F1) or 1-4 (F2). You may also want to print off copies of the Meeting Plan to give to each Small Group Instructor; this will provide them with a group rotation schedule for reference.

Special Meetings

A few of the units of the curriculum break from the routine above, including Orientation, your First Foundations Meeting (usually GI I), Ortho and End-of-Year Feedback. Specific instructions for each are listed below. Specific resources mentioned below can be found on the website under Quicklinks for Leadership or on specific course pages within the Leadership menu.

Orientation

Use the template email below, or your own version of it, to introduce the Foundations curriculum to learners. The email details directions and assignments to get a general overview of the course and course expectations. If you are able to host a meeting for Foundations Orientation, take the opportunity to point out course details from the website, discuss the “Learner Guidelines for Foundations Cases” handout and answer any general questions about the course or oral boards style review.

You should also plan to demonstrate an oral boards style Foundations case for your learner group. If you can not do this with an in-person Orientation meeting, plan to start your First Foundations Meeting (below) with a demonstrated case. For Foundations I, pick one case from your first planned Foundations I unit. For Foundations II, use the “Example F2 case”. For this demo, one instructor/faculty member should administer the case to another instructor. As the case progresses, learners can follow along on the Learner Guidelines handouts. After the case, instructors can clarify any questions that resident learners may have.

First Foundations Meeting

Foundations II- the 1st Foundations Meeting will fit the standard format as described above, just be aware your learners may take more time to navigate cases and many of their questions will likely focus on strategy for oral boards style cases.

Foundations I- modify the first meeting as noted below

This first Foundations I meeting will break from the standard meeting template and serve as an opportunity for learners to practice the oral boards format. The following are recommended guidelines for this first Foundations I Meeting:

- Plan for 2 instructors for this meeting
- Hand out the “2 Case Note Sheet” and briefly review the “Oral Boards Standard Process” (5 min)
- Demonstrate a Foundations case (as described above) if this was not already done during Orientation.
- Next, divide learners into 2 separate groups each led by an instructor; the instructors may trade groups after the first case
- In these groups, learners will practice the format with 2 cases from your first Foundations unit. Ask for 1-2 volunteer learners to lead each case and make decisions with help from the group
- Learners will have 15-20 min to complete each practice case; debriefing time should focus on critical actions for the case but also feedback on use of the oral boards format

Ortho

This meeting will break the standard Foundations Meeting approach by reviewing 12 ortho mini-cases at 4 different **Joint Group Stations**: (1) Shoulder & Elbow, (2) Wrist & Hand, (3) Hip & Knee and (4) Ankle & Foot. For the first half, interns will be divided into small groups to review challenge cases and record group answers. For the second half the entire group will be led by a single instructor to review case answers and teaching points.

The following documents will be available on the Foundations site:

- **Ortho Case Challenges**- 12 mini-case challenges (handout to intern groups)
- **Ortho Answer Sheet**- group answer sheet (handout to intern groups)
- **Ortho Case Teaching**- instructor presentation for large group answer review/teaching

Planning for the Meeting:

- Plan for a single instructor for this meeting, review presentation and teaching notes in advance
- Print copies of the “Ortho Case Challenges”; the number of copies will depend on how many learners will be in each small group (Total/4, usually 2-5). Divide each copy into sets of 4 cases according to the Joint Groups listed above. These will stay at each Joint Group Station and learners should not write in them.
- Print a copy of the Ortho Answer Sheet for each group (4). Groups will share a single answer sheet, may write on them and should keep this with them as they rotate groups.

Running the Meeting:

- Prior to the meeting, organize the room into 4 separate small group tables and label Stations 1-4. Make sure each table/station has a copy of the Ortho Answer Sheet and multiple copies (1 per small group member) of the Ortho Case Challenges for that specific joint.
- As learners enter the room, immediately divide them into 4 small groups with a starting Joint Group Station assignment.
- Begin the meeting with the Teaching Powerpoint, reviewing the expectations for the hour
- At each Joint Group Station, small groups will have 5 minutes to review 3 cases and mark answers on the group answer sheet.

- After 5 minutes have passed the Lead Instructor should call out to rotate stations (allow 1 min); Learners should take their Group Answer Sheet and move to the next Joint Group station until all 4 stations are completed.
- Once all stations are completed, the Lead Instructor should review answers and teaching points for the 12 cases using the Ortho Case Teaching powerpoint.
- If you have the time/energy, you may consider giving a prize/reward to the small group with the most correct answers.

Feedback Meeting

This session is meant to be a large group discussion to get learner feedback and opinions about the Foundations curriculum. After the Foundations Mid-Year Survey is completed by site learners (Feb/March) and results are analyzed (March/April), our national team will be sending individualized survey result reports for your sites. These reports should help guide Feedback Meetings (usually May or early June) at your individual sites. These meetings would be casual and specific to your site's needs and questions. I suggest you review different components of the curriculum (Learning Pathways, Foundations Meetings and Cases, EKG Course, Rosh Assessments, ITE Review resources, etc.) and discuss any interesting or confusing results at your site, elicit any new ideas from learners. Feedback should be discussed amongst your site's Foundations Leadership Team to determine potential changes for future learners at your site. You do not need to share this site specific feedback with our team but we welcome any ideas you think would benefit the national curriculum.

Foundations Extra Cases

At the end of the course schedules, you'll notice there are a few extra cases available for use. These cases include important topics that do not fit within the main F1 or F2 schedule. You may review the available cases and decide to substitute content based on the needs and interests of your residency program. Alternately, you may choose to host extra Foundations meetings. Of note, there are no coordinating asynchronous assignments for these cases and no coordinated Rosh assessments.

Rosh Assessments

If your institution has a Rosh Review subscription, you will have free access to mini-tests that coordinate with Foundations I and Foundations II content, in addition to more global assessments of resident knowledge. Your Foundations Site Director should provide you with information about how and when to assign these coordinated tests, often after each Foundations Meeting.

Tracking Resident Attendance and Assigning Asynchronous Credit

In order to monitor resident progress and performance over the course of the year, you may want to keep track of information related to Foundations meetings including resident attendance, completion of asynchronous work and performance on associated Rosh Review mini-tests. This information may be used to assign Individualized Interactive Instruction (III) credit. Your Foundations Site Director should provide you information about your site's plan for this and will likely share with you a Google Form that

can be modified for your meeting and sent to residents as part of the weekly reminder email to learners (template below).

Identifying Learners in Need

Foundations I and II meetings are designed to create safe learning spaces. We want learners to feel comfortable asking questions, admitting knowledge gaps and sharing ideas. Weekly meetings are not intended to be used for formal assessment; however, these routine small group interactions may provide valuable insight to help identify learners who may require additional support. To this end, our team has created an **Instructor Flag Google Form** that can be modified for use at your site. This is a web-based assessment tool that small group instructors may use following each meeting to highlight any concerns about a specific learner (e.g. medical knowledge, patient care, communication, professionalism, wellness). Your Foundations Site Director should provide you information about your site's plan for use of this tool.

Foundations III Course Info

Foundations III is an advanced course is designed for PGY 3-4 level learners. However, there are certain topics within this course that may be useful and interesting to any level learner. This course includes 30 classroom meetings (50 min) led by a single instructor, including topic discussion and breakout activities. Suggested paired asynchronous content will be available for reference.

The Foundations III course schedule and session teaching tools are posted on the Foundations website under Leadership -> Foundations III. The Leadership -> Quicklinks for Leadership page also has **Foundations Schedule Templates** including F3 and the **Foundations III Instructor Guide**. This guide will be important for any facilitator to review prior to leading an F3 session.

EKG Course Info

The **EKG I** course is designed for PGY1 learners. However, some programs are also using the curriculum for rotating medical students, PGY2 residents or NP/PA education. The **EKG II** course targets higher level learners and is most appropriate for PGY2-3 residents. The EKG I and EKG II course schedules are posted on the Foundations website and are also available in the Foundations Schedule Templates resource.

Both EKG courses may be implemented with a longitudinal OR a workshop-style approach.

- **Longitudinal:** 24 sessions each requiring 15-20 min of classroom time separate from other Foundations content and spaced over the course of the academic year.

- **Workshops:** (*preferred) require six 1-hour long meetings, each reviewing a different unit/theme with 4 representative challenge EKGs discussed in class.

Both courses follow a flipped classroom model with pre-meeting asynchronous resources accessed on the Foundations website followed by in-class challenge EKGs that may be reviewed in a large group setting by a single instructor. All instructor content for the EKG course will also be hosted on the Foundations Website under Leadership Resources -> EKG Courses. Note the separate workshop-style resources prepared for you, including guidelines for facilitating the session and prepared leader and learner packets.

Imaging I Course Info

The **Imaging I** course is designed for intern-level learners. However, any level learner may benefit from this course if they have not received formal imaging education. This course includes 16 classroom meetings (50 min) led by a single instructor, including topic discussion and breakout activities. Suggested paired asynchronous content will be available on the Foundations website for reference, but is not required.

The Imaging I course schedule and session teaching tools are posted on the Foundations website under Leadership -> Imaging I. The Leadership -> Quicklinks for Leadership page also has **Foundations Schedule Templates** including I1 and the **Imaging I Instructor Guide**. This guide will be important for any facilitator to review prior to leading an I1 session.

In-Training Exam Review Resources

Foundations provides dedicated ITE review content: the **Comprehensive Board Review Resource** and the **ITE High Yield Topics Presentation**. The Comprehensive Board Review Resource is composed of challenge questions and answers divided by and including all systems. A classroom review session may be hosted using this resource; it may also be shared with residents to be used for independent study (flashcard option available). The ITE High Yield Topics Presentations are lecture based interactive games which cover high-yield topics with a focus on Cards, Trauma, GI, Peds, Pulm, Tox, Neuro and ID. Each system may be reviewed in a 30-60 min classroom session, providing up to 8 hours of conference ITE review content. ITE Review resources and teaching guidelines are posted on the Foundations website under Leadership -> In Training Exam Review.

Email Templates

Hopefully these will serve as useful resources. Feel free to modify them as you see fit.

Template for Monthly Recruitment of Faculty Instructors

Title: Call for Foundations Instructors

Email List: Faculty listserv, Senior Residents (per your site's norm)

Hi Fellow Faculty Members,

As the **MONTH** schedule has been published, we are recruiting small group instructors for the new Foundations Curriculum. If you haven't signed up to teach one of these sessions yet, please consider trying it out. There are plenty of spots open for the coming weeks (general meeting Date & Time).

You can sign up for one or multiple dates on the shared Google Doc titled "Site Foundations Instructor Schedule"- you should be able to easily access this here:

[INSERT LINK TO GOOGLE DOC]

If you have any issues signing up, or have any questions related to the curriculum, please feel free to contact me.

Thanks!

NAME

TITLE

EMAIL

PS- below you'll find a brief description of the new curriculum for any of you who missed the details from the introduction email...

Foundations of Emergency Medicine (FoEM) is an [online](#), open access curriculum we are implementing this year. Within FoEM, the Foundations I (F1) course is specifically designed for intern-level learners and is intended to provide a framework for understanding cardinal presentations, “can’t miss” diagnoses and essential management strategies within the practice of Emergency Medicine. The Foundations II (F2) course is designed for more advanced residents and focuses on more complex diagnoses and critical care management. The Foundations III (F3) course is an advanced curriculum targeting PGY3/4 learners with a focus on the “Art of Emergency Medicine”. For F1 and F2, resident learners are expected to review core knowledge prior to each session, allowing meeting time to be used for active learning and application of knowledge using small group patient cases.

In order to create this high-yield learning opportunity for our residents, we'll need multiple small group instructors for each Foundations meeting (GENERAL MEETING DATE & TIME). As an instructor, you will be asked to lead a small group of interns through an oral boards style 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. These sessions are meant to be engaging and fun, allowing you to get to know our learners better AND provide clinically relevant pearls for critical EM diagnoses.

Template for Weekly Foundations Instructor Information Email

Title: Information for Foundations Instructors- DATE, TIME at LOCATION

Email List: Instructors for the meeting (F1, F2, F3 combined or separate emails for each group)

Attachments:

- Foundations Cases for the week
- Small Group Instructor Guidelines (F1, F2, F3, etc)

Foundations Instructors,

Thanks so much for volunteering your time to help as a Foundations small group instructor. Below you'll find instructional information related to our upcoming Foundations Meeting on **DATE** from **TIME** at **LOCATION**. As an instructor, please arrive 15 minutes before the meeting time to receive your case materials and discuss any last minute questions you may have.

Notes about this week:

- Review any pertinent details for the week; if there are none then delete this section

Case Assignments: (this may be copy/pasted from the Meeting Plan)

Case ## : Instructor name

Case ## : Instructor name

Case ## : Instructor name

Attachments:

- Foundations Cases (please review your assigned case prior to the meeting)
- "Small Group Instructor Guidelines"- please review this document for more details on what to expect and how to be successful as a Foundations small group instructor

If you have any questions or issues don't hesitate to contact me. Thanks again for volunteering to help out.

NAME

TITLE

EMAIL

PHONE

Template for Introduction of Foundations Course to Learners

Title: Foundations of Emergency Medicine- Important Info and Assignments

Email List: Foundations Learners at your Site, Foundations Leadership Team

[SITE] Residents (or “Foundations Learners”),

This year our program will be introducing a new curriculum called **Foundations of Emergency Medicine**. This course is a year-long experience devoted to review of fundamental knowledge within the practice of Emergency Medicine. The Foundations I course will be used for our PGY1 learners, the Foundations II course will be used by our PGY2 (or PGY2/3) learners and the Foundations III course will be used by our PGY3 (or PGY3/4) learners. These meetings will generally be held on [DATE/TIME] at [LOCATION]. Below are important details about the course, in addition to a few required tasks to complete prior to our Foundations Orientation Meeting at [TIME] on [DATE] and our first Foundations Meeting at [TIME] on [DATE].

Course Introduction

Please visit the Foundations website at www.FoundationsEM.com and review the following pages for course details:

- Foundations Overview -> About Foundations
- Learner Resources
 - o Guidelines for Learners
 - o Foundations I [OR] Foundations II [OR] Foundations III [depending on which course learners will get]
 - o EKG Courses [if your site will be using EKG content]
 - o Imaging Course [if your site will be using Imaging content]
 - o Learning Pathways (explore options by system)
 - o Quicklinks for Learners
 - Learner Guidelines for Foundations Cases
 - Example Foundations I Case [OR] Example Foundations II Case
- Frameworks [if your site will be using Frameworks content]

Foundations Required Prep

Each week, you will be required to prepare for Foundations I and II meetings. Foundations Learning Pathways allow you to choose the type of prep work that suits you the best. You can access these asynchronous assignments from the main page of the Foundations website by following the link for each system. [**Insert detailed information for your site regarding access to asynchronous resources.]

It is important to note that even when you are “excused” from a Foundations meeting, you are still expected to complete the prep work and review weekly Foundations case learning points so that you don’t fall behind and miss important course content. You will be able to access Foundations meeting learning resources [by weekly update emails OR alternate method per site].

After each Foundations meeting, you'll also be asked to fill out a brief survey to record your attendance and participation in independent study assignments. Be sure to complete these in a timely manner, even if you miss a Foundations meeting.

First Foundations Meeting [DATE & TIME]

In preparation for this meeting, please visit the Foundations website (www.FoundationsEM.com) and complete the asynchronous assignment for your specific Learning Pathway for Foundations Unit:

[Abdominal / GI I]

If you have any questions regarding the Foundations Curriculum, don't hesitate to contact me.

Thanks,

NAME

TITLE

EMAIL

Template for Weekly Reminder Email to Learners

Title: Foundations Curriculum- Learning Resources and Assignments

Email List: Foundations Learners

Attachments:

- Foundations Teaching Points [from current/previous week; DO NOT send full cases]
- Challenge EKG Answers [if EKG Course content also covered for the current/previous week]

Foundations Learners,

[**INSERT any special comments/updates about this week or the coming week]

Learning Resources (case teaching points and EKG answers) from our most recent Foundations meeting are attached. Please review these on your own if you missed this meeting.

Foundations Meeting Requirements: the following are due [within 1 week, or set alternate due date]

- Complete this brief survey to earn credit for attendance and independent study time [insert link to the Foundations Tracking Google Form modified for your site and course (F1 or F2)]
- Complete the coordinating Rosh Review mini-test for our current Foundations unit [**insert unit name**]

Our next Foundations Meeting is **DATE**. In preparation for this meeting, please visit the Foundations website (www.FoundationsEM.com) and complete the independent study assignment for your specific Learning Pathways for Foundations [I or II] Unit: **XXX** and EKG [I or II] course: **XXX**. [if EKG content planned for the next meeting]

Please contact me with any questions, concerns or feedback.

Thanks,

NAME

TITLE

EMAIL

Foundations I Meeting Plan Templates

You may use the following to help create Meeting Plans based on the number of small groups for any given Foundations Meeting.

F1 Meeting Plan Template: 4 Small Groups

Foundations Meeting Plan [UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)
- F1 learners complete Foundations Cases, 3 cases x 15 min each + transition (50 min)

Cases and Instructors:

Case A ##: Instructor 1 Name

Case B ##: Instructor 2 Name

Case C ##: Instructor 3 Name

Instructor 4 Name will give all 3 cases to a single group

Learner Groups:

Divide your learners into 4 equal groups. You may simply count them off and direct them to different small group tables/rooms or you may use the small group organizers provided to divide them randomly and direct them to labeled small group tables/rooms.

Rotation Schedule for Instructors: (4 Small Groups)

You may simply assign your instructors to different small groups and ask them to rotate clockwise to a new group every 15 minutes (except for Instructor 4) or provide them with the rotation outline below.

Case	First (15 min)	Second (15 min)	Third (15 min)
Instructor 1	Group 1	Group 2	Group 3
Instructor 2	Group 2	Group 3	Group 1
Instructor 3	Group 3	Group 1	Group 2
Instructor 4	Give ALL 3 CASES to Group 4		

F1 Meeting Plan Template: 3 Small Groups

Foundations Meeting Plan [UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)
- F1 learners complete Foundations Cases, 3 cases x 15 min each + transition (50 min)

Cases and Instructors:

Case A ##: Instructor 1 Name

Case B ##: Instructor 2 Name

Case C ##: Instructor 3 Name

Learner Groups:

Divide your learners into 3 equal groups. You may simply count them off and direct them to different small group tables/rooms or you may use the small group organizers provided to divide them randomly and direct them to labeled small group tables/rooms.

Rotation Schedule for Instructors: (3 Small Groups)

You may simply assign your instructors to different small groups and ask them to rotate clockwise to a new group every 15 minutes or provide them with the rotation outline below.

Case	First (15 min)	Second (15 min)	Third (15 min)
Instructor 1	Group 1	Group 2	Group 3
Instructor 2	Group 2	Group 3	Group 1
Instructor 3	Group 3	Group 1	Group 2

F1 Meeting Plan Template: 2 Small Groups

Foundations Meeting Plan [UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)

- F1 learners complete Foundations Cases, 3 cases x 15 min each + transition (50 min)

Cases and Instructors:

Instructor 1 Name will give all 3 cases to a single group

Instructor 2 Name will give all 3 cases to a single group

Learner Groups:

Divide your learners into 2 equal groups. You may simply count them off and direct them to different small group tables/rooms or you may use the small group organizers provided to divide them randomly and direct them to labeled small group tables/rooms.

Rotation Schedule for Instructors: (2 Small Groups)

You may simply assign your instructors to different small groups; they will give all cases to the same group.

Case	First (15 min)	Second (15 min)	Third (15 min)
Instructor 1	Give ALL 3 CASES to Group 1		
Instructor 2	Give ALL 3 CASES to Group 2		

F1 Meeting Plan Template: 1 Large Group

Foundations Meeting Plan
[UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)
- F1 learners complete Foundations Cases, 3 cases x 15 min each + flex time (50 min)

Cases and Instructors:

Instructor 1 Name will give all 3 cases to the large group of learners

No rotations or learner groups; all cases reviewed with large group by single instructor

Foundations II Meeting Plan Templates

You may use the following to help create Meeting Plans based on the number of small groups for any given Foundations Meeting.

F2 Meeting Plan Template: 6 Small Groups

Foundations Meeting Plan [UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)
- F2 learners complete Foundations Cases, 2 cases x 20-23 min each + transition (45-50 min)

Cases and Instructors:

Case A ##: Instructor 1 Name AND Instructor 3 Name AND Instructor 5 Name

Case B ##: Instructor 2 Name AND Instructor 4 Name AND Instructor 6 Name

Learner Groups:

Divide your learners into 6 equal groups. You may simply count them off and direct them to different small group tables/rooms or you may use the small group organizers provided to divide them randomly and direct them to labeled small group tables/rooms.

Rotation Schedule for Instructors: (6 Small Groups)

You may simply assign your instructors to different small groups and ask them to change to their second group after 20-23 min or provide them with the rotation outline below.

Case	First (20 min)	Second (20 min)
Instructor 1	Group 1	Group 2
Instructor 2	Group 2	Group 1
Instructor 3	Group 3	Group 4
Instructor 4	Group 4	Group 3
Instructor 5	Group 5	Group 6
Instructor 6	Group 6	Group 5

F2 Meeting Plan Template: 4 Small Groups

Foundations Meeting Plan [UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)
- F2 learners complete Foundations Cases, 2 cases x 20-23 min each + transition (45-50 min)

Cases and Instructors:

Case A ##: Instructor 1 Name AND Instructor 3 Name

Case B ##: Instructor 2 Name AND Instructor 4 Name

Learner Groups:

Divide your learners into 4 equal groups. You may simply count them off and direct them to different small group tables/rooms or you may use the small group organizers provided to divide them randomly and direct them to labeled small group tables/rooms.

Rotation Schedule for Instructors: (4 Small Groups)

You may simply assign your instructors to different small groups and ask them to change to their second group after 20-23 min or provide them with the rotation outline below.

Case	First (20 min)	Second (20 min)
Instructor 1	Group 1	Group 2
Instructor 2	Group 2	Group 1
Instructor 3	Group 3	Group 4
Instructor 4	Group 4	Group 3

F2 Meeting Plan Template: 2 Small Groups

Foundations Meeting Plan [UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)

- F2 learners complete Foundations Cases, 2 cases x 20-23 min each + transition (45-50 min)

Cases and Instructors:

Case A ##: Instructor 1 Name

Case B ##: Instructor 2 Name

Learner Groups:

Divide your learners into 2 equal groups. You may simply count them off and direct them to different small group tables/rooms or you may use the small group organizers provided to divide them randomly and direct them to labeled small group tables/rooms.

Rotation Schedule for Instructors: (2 Small Groups)

You may simply assign your instructors to different small groups and ask them to change to their second group after 20-23 min or provide them with the rotation outline below.

Case	First (20 min)	Second (20 min)
Instructor 1	Group 1	Group 2
Instructor 2	Group 2	Group 1

F2 Meeting Plan Template: 1 Large Group

Foundations Meeting Plan
[UNIT] – [DATE]

Timeline for Foundations Meeting

- Course updates, answer any questions about asynchronous content (5 min)
- F2 learners complete Foundations Cases, 2 cases x 25 min each (50 min)

Cases and Instructors:

Instructor 1 Name will give 2 cases to the large group of learners

No rotations or learner groups; all cases reviewed with large group by single instructor