



Foundations Curriculum Planning Guide for Site Directors

The purpose of this guide is to cover all the nuts and bolts of year-long planning and implementation of the Foundations curriculum at your site. For more general information, please refer to information provided on the Foundations website 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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Key Contact for Implementation Communication:

Emilie Fowlkes, MD

Communications Director

Emilie@emergencymedicinefoundations.com

2018-2019 Foundations Courses

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. (**Units 1-10 to be released by 7/1, 11-20 by 8/1 and 21-30 by 9/15*)

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. (**First 8 units to be released by 7/1, second 8 units to be released by 9/15, **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.

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.

Big Picture Task List for Implementation

** To be completed annually by Site Directors, details and recommendations reviewed in this document

- Identify leadership roles
- Access provided leadership resources
- Determine standard meeting format for your site
- Determine how learners will access asynchronous and course resources
- Plan for Rosh assessments (if used)
- Plan for the EKG courses (if used)
- Plan for the Imaging course (if used)
- Determine how you will track resident attendance and assign asynchronous credit
- Determine how you plan to communicate and share resources with instructors and learners
- Create your site-specific course schedule
- Introduce the course to your faculty and learners
- Recruit instructors

Suggested Foundations Meeting Task List

** To be completed weekly by Lead Instructors- this specific content is covered in the “Lead Instructor Foundations Guide”.

The following should be completed to prepare for each Foundations Meeting (F1 & F2):

- 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:
 - Weekly Foundations Cases
 - Oral Boards Note Sheets
- Prep meeting space for small group work (prior to meeting)
- After each meeting, use Slack or email interns 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).

Implementation Communication

Site Directors from NEW Foundations sites should plan to have a meeting with our Communications Director (Emilie Fowlkes) to help guide implementation at your site. Existing Foundations sites may choose to set up a meeting to discuss implementation strategy, feedback or new course additions. Don't hesitate to contact a Foundations Course Director or Communications Director via email (provided on website) at any time if issues or questions come up.

Expectations from Foundations Sites

Content within Foundations of Emergency Medicine is the result of thousands of hours of volunteered time from educational innovators around the country. The content is openly offered and free to any interested program. In return, we ask for your willingness to provide timely responses to needed information and feedback over the course of the academic year. Deadlines below may be adjusted based on your implementation date.

Site Director(s) for all Foundations member sites are expected to:

- officially **register** ([registration link](#) or website) by **July 1st**
- submit the **“Site Membership List”** (provided email link or website) by **August 15th**
- update our national team of any local leadership or **contact information changes**
- complete a mid-year (Feb/March) and end-of-year (May/June) **Foundations Leader Survey** by the deadlines specified for each
- oversee and ensure **at least a 70%** participation rate on both the mid-year and the end-of-year **Foundations Learner Surveys**
- administer an **“End of the Year Assessment”** (Rosh Review) to their current 2017-2018 PGY1 class (before Foundations implementation) this June-July and the same assessment to their new 2018-2019 PGY1 class (after Foundations implementation) next June-July
***NEW** sites only; sites who do not have access to Rosh Review content are excluded
- consider participation in scholarly projects related to use of Foundations content

Note that the Foundations website password will change every 3-4 months. Those sites that comply with the expectations above will continue to receive updated password information. Those sites that do not, without an agreed upon exception, will not be given updated password information.

Implementation at Your Site

Identify Leadership Roles

One of the first things to do after your site decides to adopt the **Foundations** curriculum is to assign leadership roles.

Foundations Site Director should take charge of the implementation, year-long planning and maintenance of Foundations courses. Ideally this person will be available to act as the Lead Instructor for most Foundations Meetings (F1 or F2).

Associate Site Directors or **Site Co-Directors** should help with planning and act as Lead Instructors when the Site Director is unavailable. May assist with implementation/management of other FoEM courses.

Lead Instructors should be assigned to each unit of the Foundations curriculum (use the Instructor Schedule Template to help plan this). They will be in charge of organizing teaching materials for a given Foundations Meeting, recruiting and providing resources to Small Group Instructors (SGIs), and managing assignments for Foundations Learners. If you implement Foundations I and Foundations II, you may consider having a single Lead Instructor per unit to cover both courses OR assign two different Lead Instructors per unit.

Making Use of Provided Leadership Resources

Foundations Schedule Templates

The Foundations Schedule Template can be found on the website under "[Quicklinks for Leadership](#)". These templates may be used to copy and paste into your own site specific documents to aid year-long curricular planning. Included are the following:

- Foundations I (F1), Foundations II (F2) and combined F1+F2 course schedule templates
- Foundations III (F3) course schedule template
- F1, F2 and F3 combined course schedule template
- EKG course schedule template (including EKG I and EKG II content)
- Imaging I course schedule template
- F1 Instructor Schedule Template- can be used to recruit and organize Lead and Small Group Instructors
- F1 + F2 Instructor Schedule Template- same as above for sites adopting both courses
- F1 + F2 + F3 Instructor Schedule Template- same as above for sites adopting all three courses

Guidelines and References

The following resources are posted on the Foundations website under Leadership Resources or Learner Resources. These will be immensely valuable to ensure a smooth implementation process and answer any detailed questions you may have.

- **Site Director Foundations Guide** (this document) covers all the nuts and bolts of year-long planning and implementation at your site
- **Lead Instructor Foundations Guide** 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

Identifying Learners and Instructors

One of the most important initial decisions will involve identifying your learner population. **Foundations I** is designed for intern-level learners. However, some programs are also using the curriculum for rotating medical students, PGY2 remediation, or NP/PA education. **Foundations II** targets higher level learners and is appropriate for PGY2-3 residents. **Foundations III** targets your most senior learners and is appropriate for PGY3-4 residents. Determining your learner population for each curriculum, particularly the estimated number of learners, will help you nail down specifics at your site. **Best practices are suggested below; specific modifications may be made for your site depending on unique variables and needs.

Variables that may affect your decision:

- Your intention to provide Foundations content to only PGY1s or your entire resident group
- Timing of Foundations Meetings either as a supplement to usual conference or in replacement of more traditional lecture content during your usual conference time
- Availability of enough small group instructors to support the small group approach and your program's willingness to challenge PGY3 or PGY4 learners to act as small group instructors

Recommended approach for whole residency integration:

- Foundations Meetings should take place during general conference time and can replace more traditional lectures covering redundant core content.
- Your PGY1 residents will receive Foundations I (F1) course content, be divided into 3 small groups at Foundations meetings and work through 3 oral boards style cases during each 55 min long F1 meeting.
- At the same time, your PGY2 residents will receive Foundations II (F2) course content, be divided into 2 or 4 small groups at Foundations meetings (depends on how large this learner group will be, ideal small group size is 3-5 learners) and work through 2 advanced oral boards style cases during each 55 min long F2 meeting.
- At the same time, your PGY3 (1-3 programs) or PGY4 (1-4 programs) receive Foundations III (F3) course content, led by a single instructor with group discussion during each 55 min long F3 meeting.
- Select PGY3 residents serve as your Small Group Instructors (SGIs) for F1 and F2 learning groups. This role will challenge them to understand content at the highest level and will allow you to observe and provide feedback to them as resident teachers. Your available faculty for each Foundations Meeting will integrate into the small groups and provide support, feedback and words of wisdom as appropriate.
- One of the members of your residency leadership will serve as the "Lead Instructor" for each unit; they will organize and plan for the meeting, manage time and facilitate group transitions.
- **Example PGY1-3 residency:**
 - o PGY1s get F1 content, are divided into 3 small groups led by resident or faculty instructors
 - o PGY2s get F2 content, are divided into 2 small groups led by faculty instructors
 - o PGY3s get F3 content, reviewed as a single group led by a faculty instructor
 - o Select PGY3s may serve as small group instructors for F1 groups, 3 will sign up for this role in advance using the SGI Schedule Template (more details below)

- Additional faculty and residency leaders will integrate into the F1 and F2 groups to supervise the process and provide feedback and insight. Faculty can substitute as a SGI if there aren't enough senior residents.
- **Example PGY1-4 residency:**
 - PGY1s get F1 content, are divided into 3 small groups led by resident or faculty instructors
 - PGY2s get F2 content, are divided into 2 small groups led by resident or faculty instructors
 - PGY3s serve as small group instructors for F1 and F2 groups, 5 will sign up for this role in advance using the SGI Schedule Template (more details below), any others may integrate into small groups and help the official SGIs
 - PGY4s get F3 content, reviewed as a single group led by a faculty instructor (*while F3 content is most appropriate for your highest level resident, you may prefer to trade the PGY3 and PGY4 roles above)
 - Additional faculty and residency leaders will integrate into the F1 and F2 groups to supervise the process and provide feedback and insight. Faculty can substitute as a SGI if there aren't enough senior residents.

Recommended approach for intern-only integration:

- Foundations meetings may take place outside of (before or after) general conference time or during conference with PGY1 learners pulled out for specialized Foundations content.
- Your PGY1 residents will receive Foundations I (F1) course content, be divided into 3 small groups at Foundations meetings and work through 3 oral boards style cases during each 55 min long Foundations meeting.
- Either faculty members or select senior residents may serve as Small Group Instructors, with either 3 SGIs plus a Lead Instructor (planning for and overseeing the meeting) or with 2 SGIs and the Lead Instructor also serving as a SGI.

Determining the Meeting Format for your Site

Number of Small Groups

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 oral boards 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. The Lead Instructor Guide has additional details and resources if you chose to break from the standard format.

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. The Lead Instructor Guide has additional details and resources to help divide groups and manage rotations.

The standard **Foundations III** meeting format involves a single group discussion led by a faculty instructor.

Meeting Location

The recommended space for F1 and F2 is a large room with moveable tables and chairs that may be arranged in small group meeting areas with a different area for each small group. Alternately, you may provide separate smaller rooms for each group but consider time lost in transition as instructors rotate rooms/groups. To save time, we recommend you have small group instructors rotate to different rooms rather than having the learners rotate. F3 may be hosted in any single group learning space.

Meeting Timeline

Usually Foundations I, II and III meetings last for an hour, with a brief introduction followed by 50 minutes of learning time (F1= 3 cases x 15 min each + transition time, F2= 2 cases x 25 min each, F3= discussion x 50 min). You may plan to modify this format based on what is achievable for your group and meeting location.

Case Presentation

For F1 and F2 you will download cases from the Foundations website. Ideally you should have a tablet or laptop computer to use for each F1 and F2 small group and plan to use digital copies of cases during these meetings. This method requires the least amount of prep work as you can open cases from the website on tablets just before the meeting. If you plan to use resident Small Group Instructors with their personal devices, **be cautious about sharing the Foundations password**. It is important to keep the password protected from residents so cases are not shared or leaked prior to Foundations meetings (or for future use). If you are not able to use digital copies, paper copies of cases may be printed prior to each Foundations meeting.

For F3, you may download meeting resources (objectives, background info, discussion and activity prompts, learning supplements) from the Foundations website in advance of the meeting.

Learner Access to Assignments and Course Resources

Foundations I and II are flipped classroom courses, requiring learners to review asynchronous core content prior to each Foundations meeting. Foundations III, on the other hand, includes paired asynchronous content which learners may reference at their discretion.

Using the Foundations website, F1 and F2 learners will have the ability to choose from different Learning Pathways (LPs) for required asynchronous assignments; this allows learner choice for independent study based on learning style. All LPs cover the same core content and are intended to take 1-2hr to complete.

Foundations I Learners may choose from 3 different Learning Pathways:

- Traditional Textbook- includes reading selections from Rosen's (9th Ed) OR Tintinalli's (8th Ed)
- High-Yield Text- River's Written Board Review book (8th Ed) OR Tintinalli Manual (8th Ed)
- Multimedia- Hippo Videos AND FOAM resources

Foundations II Learners may choose from 2 different Learning Pathways:

- Text-based- mixed readings from "Critical Care Medicine" (4th Ed), Harwood-Nuss (6th Ed) and citations for primary literature
- Multimedia-based- FOAM resources with optional supplement of Hippo Videos

By reviewing the Foundations website and information provided in the Course Introduction email (template available), learners should be introduced to the options above in the weeks preceding your first Foundations

meeting. You must consider the best way for learners to access these resources based on what is available at your institution. Your institutional online library is likely to include access to some of the text-based and primary literature resources- your learners will need guidance as to what is available and specifically how to gain access. Regarding other resources, your program may choose to sponsor Hippo or Rosh subscriptions for resident learners. The recommended approach would be to offer a sort of education or CME fund that allows residents to choose which resources they prefer. Be sure and explain options for access during your Orientation Meeting or in your Course Introduction email.

River's Written Board Review

If your program or any of your learners are considering purchasing the River's text (8th edition), be sure to follow instructions on the Foundations website to secure the **25% discount offered to Foundations Learners**. Of note, we must have an accurate list of your site's Foundations Learners (accomplished by completing the Member List) in order to verify their participation to qualify for the discount.

HippoEM Educational Videos

Please contact Hippo Education directly for access for PGY1 residents. Hippo offers group discount rates and individual residents can get discounted subscriptions (\$189/yr) through EMRA. Additionally, program directors can track resident progress using the Hippo PD Dashboard. For details and lowest available prices contact Dan@hippoed.com.

Foundations Meeting Learning Resources

In order for your off-service, vacation and post-overnight residents to keep on track with learning goals for the year, you should determine the best way to share in-class learning materials (Foundations Case Teaching Points, Challenge EKG answers) with Foundations learners. We recommend using Slack, your institutional digital dropbox or email.

Note that under the "Course Schedule for Leaders" we will provide a PDF of **Case Teaching Points** for each F1 and F2 unit. These should be shared with learners after each meeting to they can independently review learning points, particularly those that may not have been covered in class due to time limitations. You should NOT send whole cases to learners after meetings- this will help maintain the integrity of Foundations Cases for other sites and future use.

Rosh Assessments

If your institution has a Rosh Review subscription, you will have access to mini-tests that coordinate with Foundations I and Foundations II content, in addition to more global assessments of resident knowledge.

The **Foundations I mini-tests** target fundamental EM knowledge with broad, systems-based questions that directly coordinate with learning topics for each Foundations I unit. The **Foundations II mini-tests** target more advanced and specific knowledge. Rosh mini-tests for F2 will include questions based on the specific diagnoses for each unit's Foundations Cases in addition to closely related disease processes. For both F1 and F2, Rosh mini-tests are an ideal way to assess resident learning and reinforce knowledge from asynchronous and in-classroom content for each unit. It is recommended that you assign (and require) these tests after each Foundations Meeting.

A global assessment of PGY1 resident knowledge is represented by the **Foundations End of Year Assessment** (#50 questions). This assessment may be used or referenced for research purposes.

You should decide if you plan to use any or all of these adjuncts and in what capacity. Will they be required or optional? How will you make use of the results? Will learners earn asynchronous credit for weekly mini-tests? Answer these questions early and include this information during your Foundations Orientation meeting or Course Introduction email.

Creating your Site-Specific Course Schedule

All of our standard course schedules, including specific topics and related content, can be found on the Foundations website under the Leadership Resources “Quicklinks for Leadership” tab. The Foundations curriculum was designed to give junior learners (F1) a comprehensive introductory level overview of our scope of practice over the course of the year and more senior learners (F2) a focused, in-depth review of advanced and critical care content. Both courses use a systems-based approach. The order of systems and amount of time dedicated to each prioritizes the highest yield learning topics, both from a clinical and a testing standpoint. If the standard course schedule is used, approximately 80% of relevant content should be covered before the In-training Exam in February. Foundations III is meant to cover advanced clinical topics, but also nuanced issues that impact EP practice on a routine basis. F3 topics may be easily rearranged to benefit your learner group.

You may use the standard schedule templates to create your own site specific schedules. You may choose to edit and adjust the standard Foundations schedule to fit the needs of your institution. You may rearrange or remove units and assign specific dates for your site. All content for Foundations courses should be uploaded and available on the Foundations website before or by July 1st, with the exception of some new Foundations III and Imaging I content (see schedules for details). If you need access to specific content before it is uploaded on the website, please contact Kristen@emergencymedicinefoundations.com to request advanced access.

Meeting Frequency

F1, F2 and F3 courses were designed to have Foundations meetings occur weekly (most weeks of most months). The flipped classroom model expects learners to spend 1-2 hrs preparing for each meeting. If meetings are held on an accelerated schedule, with 2-3 units at a time, it is unlikely that learners will prepare in advance. There will certainly still be benefit from meeting time but this model works best when it is scheduled at a steady pace.

Extra Cases

At the end of the F1 and F2 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.

Extra Sessions

You should plan an “extra session” towards the end of the year to gather feedback from your learners about Foundations courses at your site. You may also consider integrating Foundations ITE review content or Frameworks review time.

Exceptions to the Rule

Of note, a few of the units of the F1 and F2 curriculum break from the standard Foundations meeting format; these include Orientation, the first Foundations meeting (usually Abd/GI I) and Ortho units. Details regarding planning for these sessions can be found in the Lead Instructor Foundations Guide.

Introducing Foundations to your Faculty and Learners

While Foundations will generally be an exciting and welcomed innovation, it is expected that your learners and faculty will have many questions about how the course will work. The Foundations website, should be excellent resources to introduce the curriculum to both parties. Consider using the email templates below when introducing the course to faculty and learners. Modify it to suit your needs and be sure to provide them with a copy of your site-specific course schedule.

This is also a good time to set clear expectations for your learners. What will be your Foundations Meeting attendance policy? Will your learners receive asynchronous credit for the required weekly prep work? What is the best way for your learners to access various asynchronous resources in the Learning Pathways? Will you incorporate and require Foundations Rosh mini-tests? Setting the appropriate tone and clear expectations from the start will be a key part for successful implementation at your site.

Recruiting Instructors

The Foundations Schedule Template resource includes tabs dedicated to organizing and recruiting Lead and Small Group Instructors for each unit of F1, F2, F3, Imaging and both EKG courses. You can copy and paste these templates into your own site specific documents and modify them with your site specific course schedule and needed number of instructors. 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 you need to recruit more small group instructors, you can send your instructor group a link to your site specific sign-up sheet. To do this in Google Sheets, 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).

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.

Specific data that may be tracked for each Foundations Learner:

- Attendance for each Foundations meeting (FM)
- Self-reported independent study time prior to each FM
- Learning Pathway resources used to study prior to each FM
- Rosh Review mini-tests completed by each learner and performance on those tests

Recommended approach for tracking data:

- Track using Google Forms -> our team has created a model Google Form (found on the website under “Quicklinks for Leadership”) that can be replicated with info specific to your site (resident names, specific Foundations sessions, etc).
- This form can be sent out by email or as a link to residents after each FM. You may choose to require completion of this form in order to get credit for asynchronous work and meeting attendance.
- Data from your site’s Google Forms can get exported as an excel document and reorganized by your program coordinators to create summaries of resident participation and performance.
- Completion of Rosh Review tests and scores for each mini-test can be obtained using the RR PD Dashboard and can be added manually to the excel document mentioned above.
- Summary data can be reviewed and discussed with residents during mid-year and end of year evaluations and during CCC meetings.

Since learners are asked to complete 1-2hr of asynchronous work within the Learning Pathways for each unit of Foundations I and Foundations II, we suggest that you award asynchronous credit (III) to residents for this work. This will help motivate compliance with assignments. Assessment of knowledge and compliance with asynchronous work can be determined using self-reported independent study time, performance on classroom cases and performance on paired Rosh Review mini-tests linked to each Foundations unit.

Resident Assessment Tools

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. Keeping that in mind, there are tools that may be used to provide valuable information to program leaders regarding resident progress.

Resident Tracking Google Form (details above)

- Templated form that may be modified for your site to track resident attendance and completion of asynchronous work
- Demonstrates professionalism, may be used to assign Individualized Interactive Instruction (III) credit

Rosh Review Mini-Tests (details above)

- Coordinate with each F1 and F2 unit
- Ideal way to reinforce knowledge from asynchronous and in-classroom content.
- PD Dashboard allows for assessment of 1) test completion compliance, and 2) % correct with breakdown by question type.

Instructor Flag Form

- Web-based assessment tool for Foundations instructors to use following each session to highlight any concerns about a specific learner
- May provide insight to core competencies including medical knowledge, patient care, communication, and professionalism; may also identify issues of wellness
- Our team has created a model **Instructor Flag Google Form** (found on the website under “Quicklinks for Leadership”) that can be replicated with info specific to your site.
- The **How-To Guide** associated with this form will be an important resource to best understand how to modify this form and adopt best practices for success at your site.

Foundations Simulation Cases

- Our Assessment Leadership Team will be working to develop modified Foundations cases for use in the Sim Lab and intended for more formal evaluation of residents.
- Our target for release of this new content is fall to winter 2018.

General Tips for Success

It is important to set clear expectations about the scope of this course. This applies to your Foundations leadership team, small group instructors and learners alike. Junior learners start residency with variable clinical experience in Emergency Medicine. They all have different strengths and weaknesses. The Foundations I course is designed to ensure all learners invest in fundamental knowledge within our practice. If they don't achieve this early, there will inevitably be gaps in their medical knowledge that will affect clinical performance and patient care. More senior residents will be challenged with more complex diagnoses and critical care management within the Foundations II course.

F1 and F2 instructors should understand the scope of what to teach in this setting. This is not a venue to discuss the latest journal article or participate in debates over variation in management for controversial topics (residents will be exposed to this elsewhere). Reinforce this to your small group instructors via email or at the beginning of the meeting when you give them their case materials. Learners should also understand the intended use of this focused time and weigh questions accordingly; any detailed or off-topic questions should be saved for after the meeting. Address this expectation during Foundations Orientation or as needed if you notice this becomes an issue.

Timing is huge. Completing three F1 cases and two F2 cases in 50min is a tremendous feat. There is a natural learning curve for efficiency in completing oral boards style cases; trust that after a few weeks of practice, these skills will become second nature. Take the time at the beginning of the course to review Learner and Small Group Instructor Guidelines so everyone has similar expectations. Also, plan for the First Foundations meeting to be a more relaxed practice session. The recommended format for this is detailed in the Lead Instructor Guide.

Feedback from previous years shows a strong preference for structured group transitions. The small group instructor should rotate from group to group between cases as this requires less time than to move an entire group of learners. Consider securing a timer that alarms at designated time intervals or ask Lead Instructors to

use an app on their phone to accomplish this (“Interval Timer” app works well). If the timing of group transitions is done casually, there are inevitable delays, down time for distraction and missed learning points.

Curriculum Feedback and Research

Course feedback will be requested at regular intervals over the Foundations year. Your leadership team should keep a running list of issues or suggestions for improvement. You should plan to host a brief discussion with your learners and instructors after the first few weeks of the course to check in and get their perspective. Don’t hesitate to reach out to our leadership team if you need help troubleshooting issues.

A formal feedback survey of Site Directors, instructors and learners will be sent in the middle and towards the end of the academic year and will be crucial to continuing growth of the Foundations curriculum and meeting the needs of all parties. Immediate feedback may be submitted to our national leadership team using the **“Submit Feedback”** link on the Foundations main page. This is the ideal outlet for your suggestions for improvement, notification of content errors and ideas for future course development.

Formal studies of the curriculum will be conducted for the 2018-2019 academic year to examine both learner attitudes and knowledge gain with the use of the Foundations curriculum. Additional details will be provided to Site Directors when they are available. While not required, the Rosh assessments mentioned above will be an important tool to measure growth in medical knowledge over the Foundations year. We hope that your site will be willing to participate in these studies.

A Note from the National Course Director

Please respect my intellectual property and the intellectual property of other educational innovators across the country who now contribute to Foundations content. We have donated thousands of hours of personal time to develop this curriculum and its content. Any program that adopts any part of the Foundations of Emergency Medicine curriculum, or any modified form of it, should credit the Course Creator and Course Director (see website under “Who We Are”). Our team should also be made aware, in advance, of any scholarly projects you may pursue related to the curriculum. Thanks for this in advance.

EKG Course Info

The **EKG I** (fundamentals) course is designed for intern-level learners. However, some programs are also using the curriculum for rotating medical students, PGY2 residents or NP/PA education. The **EKG II** (advanced) 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”.

Imaging I Course Info

The **Imaging I** (fundamentals) course is designed for intern-level learners. However, any level learner may benefit from this course if they have not received formal imaging education. The Imaging I course schedule is posted on the Foundations website and available in the Foundations Schedule Templates resource.

This course includes 16 classroom meetings (50 min) led by a single instructor, including topic discussion and breakout activities. Note, the first 8 units will be released by 7/1 and the second 8 units will be released by 9/15. Suggested paired asynchronous content will be available on the Foundations website for reference, but is not required. All instructor content for the Imaging I course will also be hosted on the Foundations website under “Leadership Resources”.

Email Templates

Template for Introduction of Foundations to Small Group Instructors

Title: Foundations of Emergency Medicine- Call for Small Group Instructors

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

[SITE] Educators,

I'd like to briefly introduce an exciting new teaching opportunity for [SITE] faculty [and senior residents].

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.

We are currently recruiting instructors to help teach in/on [MONTHS OR SPECIFIC DATES].

If you are interested in helping out, please sign up for one (or multiple) dates on the shared Google Doc titled "[SITE] Foundations Instructor Schedule".

[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

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 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