



General Recommendations

In most cases, the educational strategies used in our courses involved active learning, discussion, and work in small groups. Depending on your capabilities and instructor bandwidth, two broad adaptive strategies are worth considering:

- **Facilitated Virtual Small Groups**
 - Organize your list of learners into small groups (learning teams)
 - 3-6 per group is ideal to allow equal engagement
 - You may prefer same level (i.e. all PGY1s) or mixed level (i.e. PGY1+2) groups depending on the content you choose
 - Create a group identifier (i.e. Team 1)
 - Maintain these groups for future virtual learning sessions
 - Assign at least one small group instructor (SGI) to facilitate each group
 - Consider engaging senior residents as SGIs with faculty oversight
 - Instructors may change from hour to hour or week to week depending on availability
 - Facilitating the virtual experience
 - Plan separate virtual meeting space (i.e. separate meetings or breakout space within a single virtual meeting) for each learning team
 - Provide instructor resources (i.e. cases, teaching points) and strategy to your SGIs in advance of the teaching session (see FoEM implementation resources)
 - SGIs should identify learners who are present at the meeting and assign specific roles/expectations for involvement prior to each session
 - Details about strategy for specific courses noted below
- **Facilitated Virtual Large Group**
 - Assign at least one faculty instructor to facilitate each virtual meeting
 - Should have access to full roster of learner names and PGY levels
 - Instructors may change from hour to hour or week to week depending on availability
 - Facilitating the virtual experience
 - Plan virtual meeting space for large group learning
 - Provide instructor resources (i.e. cases, teaching points) and strategy to your instructor in advance of the teaching session (see FoEM implementation resources)
 - Instructor or facilitator should identify learners who are present and assign specific roles/expectations for involvement prior to each session
 - With large group setting, fewer people will have active roles but over time those filling active roles can change
 - Details about strategy for specific courses noted below



Foundations III Course

- Most sessions (1hr each) can easily be used for all learner levels, though critical care cases may best be reserved for senior residents. See below for a full list of appropriate learner levels for each F3 session, though even advanced sessions can be modified for more junior learners.
- Large Group Approach
 - Single Faculty Instructor
 - All learners join same virtual space as faculty instructor guides learners through case and discussion points in the teaching guide
 - Two Faculty Instructors
 - Single large group- all learners join same virtual space; a faculty facilitator guides the group through the case and discussion questions; a local content expert discusses ideal management and discussion points
 - Divided learners- divide learners into junior and senior groups with different virtual learning space; a faculty instructor guides learners through case and discussion points in the teaching guide
 - Best to engage learners specifically with questions or have faculty moderate using the chat function
- Asynchronous Approach (1hr per session)
 - All F3 sessions are open to learners to download and they may independently review cases, discussion/teaching points, and paired FOAMed resources
 - For III credit, consider using paired F3 Rosh assessments (by unit, 4 total, listed below) or written assignment (e.g. record 5 key learning points and 2 questions related to the session)
- Other
 - The Foundations executive team is researching methods to record and disseminate Foundations III sessions for more general consumption. We will update this website as those plans develop further.
 - Please reach out to wheaton.natasha@gmail.com with further questions regarding the virtual implementation of Foundations III.



Foundations III (by session)

Session #	Session Name	Learner Level	ROSH Quiz
1	Physician Wellness I	All	Unit 1
2	AMA and Capacity	All	Unit 2
3	Care of the Psychiatric Patient in the ED	All	Unit 4
4	Workplace Violence and Disaster Management	All	Unit 2
5	Rural EM and EMTALA	All	Unit 2
6	The Job Hunt I	Senior (PGY2, 3, 4)	Unit 1
7	Physician Mental Health Emergencies	All	Unit 1
8	End of Life Care and Surrogacy	All	Unit 2
9	Personal Finance I	Senior (PGY2, 3, 4)	Unit 1
10	Analgesia Stewardship	All	Unit 4
11	Acute RV Failure	Senior (PGY 2, 3, 4)	Unit 3
12	Team Leadership and Conflict Resolution	All	Unit 2
13	Personal Finance II	Senior (PGY 2, 3, 4)	Unit 1
14	Physiologically Unstable Intubations	Senior (PGY 2, 3, 4)	Unit 3
15	Physician Wellness II (Errors and Second Victim)	All	Unit 1
16	The Job Hunt II	Senior (PGY 2, 3, 4)	Unit 1
17	The Critically Ill Vented Patient	Senior (PGY 2, 3, 4)	Unit 2
18	Geriatric Care	All	Unit 4
19	Sex Based Crimes	All	Unit 4
20	Cardiogenic Shock	Senior (PGY 2, 3, 4)	Unit 4
21	Residents as Teachers	Senior (PGY 2, 3, 4)	Unit 2
22	Billing and Effective Documentation and Handoffs	All	Unit 2
23	Advanced ACLS	Senior (PGY 2, 3, 4)	Unit 3
24	Bias in Medicine	All	Unit 2
25	Medical Malpractice	All	Unit 2
26	Patient Centered Communication and Breaking Bad News	All	Unit 2
27	Child Abuse and Neglect	All	Unit 4
28	Special Needs Children	All	Unit 4
29	Transgender Patients and Domestic Violence	All	Unit 4
30	Working with Immigrant Patients	All	Unit 4

Foundations III (by Rosh mini-test)



Session #	Session Name	Learner Level	ROSH Quiz
1	Physician Wellness I	All	Unit 1
6	The Job Hunt I	Senior (PGY2, 3, 4)	Unit 1
7	Physician Mental Health Emergencies	All	Unit 1
9	Personal Finance I	Senior (PGY2, 3, 4)	Unit 1
13	Personal Finance II	Senior (PGY 2, 3, 4)	Unit 1
15	Physician Wellness II (Errors and Second Victim)	All	Unit 1
16	The Job Hunt II	Senior (PGY 2, 3, 4)	Unit 1
2	AMA and Capacity	All	Unit 2
4	Workplace Violence and Disaster Management	All	Unit 2
5	Rural EM and EMTALA	All	Unit 2
8	End of Life Care and Surrogacy	All	Unit 2
12	Team Leadership and Conflict Resolution	All	Unit 2
17	The Critically Ill Vented Patient	Senior (PGY 2, 3, 4)	Unit 2
21	Residents as Teachers	Senior (PGY 2, 3, 4)	Unit 2
22	Billing and Effective Documentation and Handoffs	All	Unit 2
24	Bias in Medicine	All	Unit 2
25	Medical Malpractice	All	Unit 2
26	Patient Centered Communication and Breaking Bad News	All	Unit 2
11	Acute RV Failure	Senior (PGY 2, 3, 4)	Unit 3
14	Physiologically Unstable Intubations	Senior (PGY 2, 3, 4)	Unit 3
23	Advanced ACLS	Senior (PGY 2, 3, 4)	Unit 3
3	Care of the Psychiatric Patient in the ED	All	Unit 4
10	Analgesia Stewardship	All	Unit 4
18	Geriatric Care	All	Unit 4
19	Sex Based Crimes	All	Unit 4
20	Cardiogenic Shock	Senior (PGY 2, 3, 4)	Unit 4
27	Child Abuse and Neglect	All	Unit 4
28	Special Needs Children	All	Unit 4
29	Transgender Patients and Domestic Violence	All	Unit 4
30	Working with Immigrant Patients	All	Unit 4