



Foundations III Curriculum Guidelines for Course Instructors

Thank you for volunteering as a Foundations III instructor. Below is an overview of how to lead your group of learners through a Foundations III session. These sessions are fundamentally different from Foundations I or II and require more preparation so please read through this document fully prior to facilitating a Foundations III session.

General Overview

There are both clinical and non-clinical sessions in the Foundations III curriculum. Clinical sessions include both critical care sessions as well as sessions on the care of special populations (e.g. psychiatric patients, special needs children). They also include other clinical skills such as how to manage a mass casualty incident or active shooter scenario. The non-clinical sessions include topics such as financial wellness, physician wellness and the job application process. Individual sessions are organized into units which will be indicated in the title line of the session (ethics, critical care, special populations, non-clinical skills and personal development).

Regardless of if the session is clinical or non-clinical, it will follow a similar format. Each session will be **50 minutes** total in length and will involve a **large group discussion and a single “case”** (in contrast to Foundations I and II which includes multiple cases per meeting). This means you will only need **one facilitator** per Foundations III meeting. Many, though not all, of the sessions use a case as the basis for discussion but it is not oral boards style (this is also in contrast to Foundations I and II). The group discussion should be question based and facilitators should use provided prompts to help guide the learners and ensure the teaching points are covered. If able, we recommend your site recruit a **local expert** for each topic who can help create a robust discussion and inform local best practices at your institution.

Some sessions will also include a **small group activity** such as a writing exercise or a chance to practice a communication skill in pairs. These additional activities can be found at the beginning of the **Teaching Guide** for each session under “Note to Facilitator”. This section gives the facilitator a general overview of the session, how it fits into the greater Foundations III curriculum and any additional preparation the facilitator will need to do before the session (e.g. find and become familiar with your own hospital disaster plan prior to the session on MCI/Active Shooter). Finally, this section will also include any other equipment the facilitator or residents might need during the session (e.g. projector, paper and pen etc).

Each session will end with a **10 minute “recap”** where the facilitator should cover the teaching points provided and answer any other questions. This is the second to last section of the Teaching Guide, just before the facilitator background information.

Facilitator Preparation

These sessions will likely require more preparation for the facilitator since your familiarity with some of these topics may be less compared with Foundations I and II clinical topics. Regardless of your own knowledge base, our goal is to give you an understanding of the topic in the teaching guide and to construct the lesson so that someone unfamiliar with the topic can achieve a reasonable comfort level

with the material in a short amount of time. Depending on your comfort with the material after reviewing the teaching guide, it may also be beneficial for you to review some of the readings assigned to the residents (see below) to better prepare you.

Please allot between 30-60 minutes for preparation. Start by downloading the Teaching Guide from the Foundations website and reading it.

Each session will follow a similar format:

- Unit & Title
- Agenda and Learning Objectives
- Note to Facilitators
- Case Part I
- Discussion Questions with Teaching Points
- [This repeats with a variable number of case parts depending on the session]
- Case Conclusion and Teaching Points
- Facilitator Background Information

The agenda and learning objectives also includes timing for each of the different case parts to allow you to keep your group moving forward and to not run out of time. As noted above, the “Note to Facilitators” section will give an overview of the session and any other specific preparation you may need to do (other than reading the teaching guide). It will also give you any other materials or equipment you (or the residents) might need for the session. The facilitator background information is the last section and is anywhere between 2-5 pages. It is meant to give you enough in-depth knowledge on a topic to be able to facilitate the session. Finally, as stated above, depending on your comfort with the material, it may be beneficial for you to also review the assigned pre-reading or deep dive reading for the residents (see next section).

Resident Expectations

The residents will have suggested pre-reading before these sessions. We strongly advise they read these, though don’t necessarily require it. They will get more out of the session if they read them. They are not intended to be onerous. We are generally recommending 1-2 “readings” of more concise review sources, often online and using FOAM sources, rather than detailed journal articles. Post-reading (a deep dive) is also provided with more detailed sources. These readings are housed on the Foundations website.

Time Management

There will be time budgeting suggestions in the Instructor Guide under the agenda and objectives to help you get through all the learning topics in the session. Many of these sessions are complicated and may run over time so use your discretion as you see fit, particularly for off-topic questions that arise.

Thank you again for volunteering your time as a Foundations III Instructor. If you have any feedback, suggestions for improvement, etc, please visit the [FoEM](#) website to use the “**Submit Feedback**” link in the top right corner.