



Bridge to EM and Foundations of EM Collaborative Clerkship Curriculum Planning Guide for Clerkship Directors

The purpose of this guide is to cover all the nuts and bolts of implementing the Emergency Medicine clerkship curriculum being offered as a collaborative effort between ALiEM's Bridge to Emergency Medicine and Foundations of Emergency Medicine (FoEM). This curriculum was developed to help Clerkship Directors and students during the time of COVID-19 where many students have limited access to clinical time in the Emergency Department. For more general information about FoEM, please refer to 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 Executive Team. Please do not share this password with your students.

This document contains:

- [A Note from the Executive Director](#)
- [Clerkship Course Overview](#)
- [Modified Foundations Courses](#)
- [Details for Implementation at your Site](#)
 - Registration and Password Access
 - Course Schedule
 - Meeting Overview
 - Introducing Foundations to your Faculty and Learners
 - Recruiting and Managing Small Group Instructors
- [Leading Foundations Meetings](#)
 - Orienting Learning to Foundations Cases
 - First Foundations Meeting
 - Subsequent Foundations Meetings
 - Framework Time
- [Email Templates](#)
 - Introduction of Foundations to Faculty/Small Group Instructors
 - Daily Foundations Instructor Information Email
 - Introduction of Foundations Course to Learners

Key Contact for Implementation Communication:

Chelsea Harrison

Chief Administrative Officer

Chelsea@foundationsem.com

A Note from the Executive Director

Welcome to the FoEM team! Foundations of Emergency Medicine is part of the 501c3 non-profit organization Foundations of Medical Education, Inc. with a mission to create and provide free, open-access, comprehensive curricula and instructional practices that serve as the gold standard in medical education.

We are excited to share our curricular resources in this new way and to support faculty leaders and medical student learners as they navigate creative teaching solutions in the time of COVID-19. I do ask that you respect the intellectual property of the many educational innovators across the country who now contribute to Foundations of Emergency Medicine. We have donated thousands of hours of personal time to develop this curriculum and its content. Please do not share our website password beyond your immediate leadership team so we may protect the learning experience for students and residents. However, if you find benefit in our curricular content, feel free to tell your friends. Spread the good word, not the password!

Kristen Grabow Moore, MD, MEd
Creator and Executive Director
Foundations of Emergency Medicine

Collaborative Clerkship Course Overview

ALiEM has built an 8 week, asynchronous, senior medical student curriculum called [Bridge to EM](#) to address the COVID reality of reduced clinical time for medical students and limited exposure to the practice of EM. **Foundations of Emergency Medicine** has joined this effort by coordinating 4 weeks of synchronous sessions (1 to 1.5hr each) to be hosted virtually by your site's local clerkship team. This entails facilitated active learning meetings for weeks 1-4 of the Bridge to EM course with paired [Foundations I](#) course cases each day that cover topics included in the asynchronous learning resources. We chose a 4 week format because it matches the length of most EM clerkships, however, students may independently continue the remaining 4 weeks of the Bridges to EM after completing their clerkship. You may also use any of our other Foundations cases to coordinate with weeks 5-8 if you prefer.

Our paired course schedule includes time for orientation to Foundations cases as well as an optional session covering EM ethics (AMA/capacity) available from our [Foundations III](#) course. We have coordinated [Frameworks](#) for each day which may be discussed during meeting time (additional time required) or reviewed independently by the learner. Details about strategic use of all of our provided content are included below.

Please note that the course schedule also includes flexible time (site orientation, 2nd and 4th Fridays) for supplemental sessions such as Q&As about EM and the application process or a chance to get to know the residents/faculty of that program. This time should give the students and clerkship director the opportunity to further explore the specialty of EM as well as the particular program to aid in students in residency decisions. FoEM does not provide specific materials for these sessions. If you plan to cover this content at alternative times, you may easily substitute additional Foundations I cases into your schedule.

Be aware, full implementation of our collaborative clerkship course is a large time commitment for students and facilitators alike. The ALiEM Bridge to EM asynchronous assignments will take students between 4-5 hours daily. Foundations virtual meetings will take 1hr (2 Foundations cases) +/- 30min (Frameworks review) daily. The full curriculum was designed for clerkships that are entirely asynchronous without clinical shifts. For those clerkships that continue to have some clinical time, we recommend choosing only 1-2 sessions each week.

Foundations courses are used at over half of EM residency programs around the country. All of our course content is free and open access. You are welcome to make use of any of our content for medical students who are completing EM clerkships- any course, any time, for as long as you'd like and for free.

The remainder of this document contains detailed information and our recommendations for best practice use of our resources. You may use this for reference at your discretion.

Modified Foundations Courses

The FoEM team has created a modified version of our curricular resources to use with medical students on clerkship rotations and in the virtual setting. This includes content from our **Foundations I**, **Foundations III** and **Frameworks** courses.

Foundations I (F1)

Foundations I is a longitudinal flipped classroom course that provides a systems-based review of fundamental knowledge and can't miss diagnoses within the EM Model. Foundations teaching sessions use small group oral boards style cases and focused teaching points to engage learners. Modifications for clerkship learners include additional time per case (15->25min), fewer cases (2/hr) and paired asynchronous content curated and hosted by ALiEM. Foundations cases may be found by visiting our [Foundations I](#) leader page to find the associated system and case number.

Foundations III (F3)

Foundations III focuses on the "Art of Emergency Medicine." Our full course mixes critical care sessions with 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). We have selected a single session on AMA/Capacity which is appropriate to medical student level learners and available on our [Foundations III](#) leader page.

Frameworks

The Frameworks curriculum aims to equip emergency medicine residents with cognitive scaffolding to efficiently work up and care for undifferentiated patients (e.g. "Approach to AMS", "Approach to Stroke", "Approach to Syncope", etc). Clerkship students should review these single-page documents for independent study OR in advance of a virtual discussion hosted by faculty or senior resident facilitators. Each framework has a paired guide which may be referenced by leaders or learners from our [Frameworks](#) page. If used during virtual meeting time, 30 additional minutes should be scheduled to allow an instructor-led discussion on each topic.

Asynchronous Content

While our resident-focused Foundations I course usually pairs with asynchronous resources through our Learning Pathways, clerkship students should take advantage of coordinated asynchronous content hosted on [ALiEM's Bridge to EM](#) page.

Virtual Teaching

Our courses traditionally rely on in-person active learning, however, in the time of COVID-19 we've developed adaptive strategies for use of our content in the virtual learning environment. Our [Virtual FoEM](#) page provides tips and strategies for success.

Details for Implementation at your Site

Registration & Password Access

To get started, you will need to fill out a brief [registration form](#) so we can track use of this curriculum. After you complete the registration form, you will be given the password (included in submission confirmation) to access leader resources on the Foundations of Emergency Medicine website. Though we offer our content free and open-access, a password to our leader resources on the website helps keep cases protected from learners so they can't access learning points or cases prior to Foundations sessions. Please contact our Chief Administrative Officer at Chelsea@foundationsem.com if you have any questions about registration or password access.

Course Schedule

The FoEM Clerkship course schedule is housed on the [FoEM Clerkship](#) page. We have coordinated 2 Foundations I cases (60 min) and 1 Framework (30min) to each day of the ALiEM Bridge to EM asynchronous clerkship course. This will allow you to host 1.5hr virtual meetings to simulate clinical experience and support medical student learning. Foundations cases are listed by day and identified by case number. Your site's Clerkship Director or Foundations facilitator can download each case from the [Foundations I](#) page in our Leadership Resources menu. Frameworks and guides may similarly be downloaded from the [Frameworks](#) page. As with all of our Foundations courses, you may modify this schedule to suit your site's needs. You may choose to reserve 30min of classroom time for each Framework or simply share this resource with your medical students for independent study.

*Please note our course schedule should be "view only" so it may serve as a template for all participating programs. Please "make a copy", download or copy/paste this content into your own site-specific file.

Meeting Overview

Foundations sessions are designed for a small group experience, ideally with 4-5 learners per group, though it can be expanded for a larger group if necessary. Since each clerkship day includes 2 Foundations cases (30min each), we recommend you divide learners into 2 small groups and recruit 2 small group instructors (SGI). Each SGI will present their case to 2 different learner groups during the hour. We recommend that facilitators for these sessions be either faculty, fellows or senior level residents (PGY2 or above). Following the Foundations case hour, you may choose to host an additional 30min meeting with a faculty-led discussion of the coordinating Framework.

During COVID season, we anticipate you will be hosting your meetings virtually. Familiarize yourself with your program's virtual platform and visit our [Virtual FoEM](#) page to review tips and tricks of facilitating learning in this new way.

Introducing Foundations to your Faculty and Learners

While Foundations meetings 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. 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.

Guidelines and References

The following resources are posted on the Foundations website under Quicklinks for Leaders or Quicklinks for Learners. These may be valuable to ensure a smooth implementation process.

- **Clerkship Small Group Instructor Guide** reviews expectations and best practices
- **Learner Guidelines for Foundations Cases** reviews expectations and best practices for learners
- **F1 Example Foundations Case** can be used for reference to learn oral boards style review within the Foundations setting
- **Learner Note Sheet** (2 case) to be used as a reference during Foundations cases

Recruiting and Managing Small Group Instructors

Upon reviewing our FoEM Clerkship course schedule (see above), you'll find tabs dedicated to organizing and recruiting facilitators and small group instructors for each coordinated meeting. 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).

Leading Foundations Meetings

Orienting Learners to Foundations Cases

There will be a natural learning curve as medical students learn to navigate Foundations cases. For your first case (Case 43- Inferior MI vs alternate), we recommend that you demonstrate an oral boards style Foundations case for your learner group. For this demo, one faculty/senior resident should administer the case to another faculty/senior resident. As the case progresses, learners can follow along on the Learner Guidelines for Foundations Cases handout. After the case, instructors can clarify any questions that resident learners may have and review teaching points for the case.

First Foundations Meeting

- Recruit two instructors (preferred) OR recruit a single instructor to teach both cases
- Make sure learners have access to the “Learner Guidelines for Foundations Cases” and briefly review this with learners (5min)
- Demonstrate a Foundations case (as described above) and answer group questions (20min)
- Next, divide learners into 2 separate groups each led by an instructor (OR single large group)
- In these groups, learners will practice the format with the second case (Case 75- Ischemic Bowel vs alternative)
- Ask for 1-2 volunteer learners to lead each case and make decisions with help from the group OR have learners practice using specific roles noted below.
- Learners will have 15-20 min to complete this practice case; debriefing time (10min) should focus on critical actions and teaching points for the case but also feedback on use of the oral boards format.

Subsequent Foundations Meetings

- Recruit two instructors to teach one case each (preferred) OR recruit a single instructor to teach both cases
- Make sure learners have access to the “2 Case Note Sheet”
- Divide learners into 2 separate groups each led by an instructor; the instructors should trade groups after the first case
- Within these groups, assign specific tasks in the case (primary survey/stabilize, history/physical, & management/dispo) to individual learners.
 - Learners should trade roles with each new case.
 - Learners are still encouraged to collaborate even if not specifically assigned a role.
- Learners will have 15-20 min to complete each practice case; debriefing time (5-10min) should focus on critical actions and teaching points.
- As the lead instructor you should primarily manage time: announce when there are 10 minutes left (i.e. instructors should focus on case teaching points) and give a 1 minute warning 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

Framework Time

Each Framework may be reviewed by a single instructor in a large group Q&A format. Detailed instructional guides are available for each Framework. Timing for each Framework will range from 15-30 minutes depending on the depth of review/discussion needed. All instructor content for Frameworks is hosted on the Foundations website under “Leadership Resources”.

Email Templates

Template for Introduction of Foundations to Faculty/Small Group Instructors

Title: Foundations Clerkship- 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].

This year our program is making use of an Emergency Medicine clerkship curriculum offered as a collaborative effort between ALiEM's [Bridge to Emergency Medicine](#) and Foundations of Emergency Medicine ([FoEM](#)). This curriculum was developed to help Clerkship Directors and students during the time of COVID-19 where many students have limited access to clinical time in the Emergency Department.

As a part of this course, students will review asynchronous material hosted by ALiEM and our program will host live virtual meetings for active learning and application of knowledge using small group Foundations cases.

In order to create this high-yield learning opportunity for our student, we'll need multiple small group instructors for each virtual meeting. As an instructor, you will be asked to lead a small group of learners 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 students better AND provide clinically relevant pearls for critical EM diagnoses.

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

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 Daily Foundations Instructor Information Email

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

Email List: Instructors for the meeting

Attachments:

- Foundations Cases for the day
- Framework and guide for the day
- Clerkship Small Group Instructor Guidelines

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 join our virtual meeting 10 minutes before the meeting time using the following link:

Notes about this week:

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

Case Assignments:

Case ## : Instructor name

Case ## : Instructor name

Framework : Instructor name

Meeting Preparation:

- Review the Clerkship Small Group Instructor Guidelines
- Review your assigned case and embedded teaching points OR Framework/Guide

Feedback:

If you have any suggestions to improve case content, you may submit this to the Foundations of Emergency Medicine executive team by visiting the [FoEM website](#) and using the "Submit Feedback" link in the top right corner.

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 Clerkship Course- Important Info and Assignments

Email List: Clerkship students at your site, local leadership team

Attachments (or links): Local Course Schedule

[SITE] Students,

This year our program is making use of an Emergency Medicine clerkship curriculum offered as a collaborative effort between ALiEM's [Bridge to Emergency Medicine](#) and Foundations of Emergency Medicine ([FoEM](#)). This curriculum was developed to help students who have limited access to clinical time in the Emergency Department due to the COVID-19 pandemic. As a part of this course, students will review asynchronous (independent study) material hosted by ALiEM and our program will host live virtual meetings for active learning and application of knowledge using small group Foundations cases.

Below are important details and required tasks to complete prior to our first **Foundations Meeting** at [TIME] on [DATE] using the following virtual meeting link: [insert link]

Course Introduction

- Please visit the ALiEM [Bridge to Emergency Medicine](#) page to review their description and general course schedule.
- Review our [attached] course schedule: [or link]
- Please visit the Foundations website at www.foundationsem.com and review the following pages for course resources:
 - Foundations Overview -> About Foundations
 - Learner Resources -> Quicklinks for Learners
 - Learner Guidelines for Foundations Cases
 - Example Foundations I Case
 - 2 case note sheet
 - Frameworks [if your site will be using Frameworks content]

Expectations

Each day, you will be expected to review ALiEM asynchronous assignments and attend our virtual meetings to augment your understanding of the practice of Emergency Medicine. [***insert specific expectations, attendance requirements, etc...]

We look forward to seeing you soon. If you have any questions regarding our clerkship course, don't hesitate to contact me.

Thanks,
NAME
TITLE
EMAIL