PEM Teaching and Simulation Longitudinal Curriculum – ROTATION DESCRIPTION AND EXPECTATIONS
Pediatric Emergency Medicine Subspecialty Residency – University of Calgary

ROTATION DESCRIPTION

Rotation structure

Teaching junior residents and delivering simulations are integral components of the Pediatric Emergency Medicine Subspecialty Residency. These educational activities are embedded longitudinally throughout the 2-year curriculum, providing comprehensive training at all levels.

Junior Resident Teaching

Training

Residents receive formal training on teaching trainees through the following:

- Yearly Emergency Medicine Medical Education Day, focusing on teaching junior and senior learners, bedside teaching, and formal presentation skills.
- Yearly PEM Educational Retreat, which reviews educational delivery across the entire PEM section and includes invited guest speakers.

Resident Teaching Components

Component	Timing/Frequency	Learner Assessment
A. BEDSIDE TEACHING		
On shift in ED with junior trainees	To focus on in 2nd year	Core EPA #13 *Providing clinical teaching and supervision*
B. SMALL GROUPS		
Adult Emerg Residency AHD Teaching	Once per year	Attendee evaluation form and Core EPA #14 *Delivering scholarly teaching in a formal setting*
C. DIDACTIC/ LARGE GROUP		
City Wide EM Grand Rounds	Once per two years	Attendee evaluation form and Preceptor can complete Core EPA #14 *Delivering scholarly teaching in a formal setting*
PEM Journal Club	Once per year	Preceptor can complete Core EPA #14 *Delivering scholarly teaching in a formal setting*
Patient Safety Rounds	Once per year	Preceptor can complete Core EPA #14 *Delivering scholarly teaching in a formal setting*

Additional opportunity:

Wednesday Junior Resident Teaching shift

- Weekly 1100am Wednesday shift starts with 1.5 of teaching of off-service junior residents on rotation. Topic is up to the fellow but is supervised by the preceptor assigned to that shift. If a resident selects this shift, contact the preceptor assigned to the shift to coordinate the teaching session.

Assessment
Attendee evaluations will be reviewed by the program director and the trainee's academic advisor during each Competence Committee meeting.

EPAs
The following EPAs have been mapped to this longitudinal rotation and can be obtained:
**Refers to EPAs that must be prioritized on this rotation, very likely to occur*

*CORE	**13**	Providing Clinical Teaching and Supervision
*CORE	**14**	Delivering Scholarly Teaching in a Formal Setting

Simulation Teaching

Training
Residents receive formal training on simulation education through the following:

- Year 1: ASSET Foundations:
  - Two-day faculty development course designed to equip participants with the knowledge and skills needed to deliver simulation sessions, along with the associated debriefing and teaching techniques.
- Year 2: ASSET Advanced (optional):
  - One-day faculty development course focused on avoiding and troubleshooting challenging debriefing situations.

Simulation Teaching Components

SIMULATION		
UME Interprofessional Sessions *(Wednesdays 9 –11:30 or Thursdays 9-10:30)*	Three per year	Mentor feedback form
Junior Resident Thursday Sessions		
Mobile Outreach Trips	Once per two years	Mentor feedback form

Simulation Session Types

1. Undergraduate Interprofessional Pediatric Emergencies (UIPE) Sessions:
   - Wednesdays 0900-1130h or Thursday mornings from 0830-1100h
   - Paired with 2 experienced facilitators
   - Clinical clerks, RN students, RT students, PA students
2. Junior Residents Pediatric Emergencies Sessions:
   - Thursday mornings from 0830-1130h twice per month
   - Paired with 2 experienced facilitators, often including an MD facilitator
   - Junior residents rotating through PEM (Family Med, Rotating Subspecialty, Peds PGY1, EM PGY1)
3. Senior Residents Pediatric Emergencies Sessions:
   - Tuesday mornings from 0930-1200h once per month
   - Paired with 2 experienced facilitators, including an MD facilitator
   - Senior residents rotating through PEM (PGY2-5 FRCPC Emergency Medicine, PGY3 CCFP(EM), Peds PGY3-4)

4. Mobile Education to Rural AB Hospitals or Calgary EDs/Urgent Cares
    - Full day sessions or 2-day overnight sessions (Red Deer, Medicine Hat, Lethbridge)
    - Paired with an experienced team lead and often an MD facilitator
    - Opportunity to share PEM expertise with family MDs and non PEM ED physicians
    - Can replace one ED shift per full day or overnight outreach trip

Optional

If fellows are interested in further simulation leadership development, options include:

- Four-week dedicated simulation selective rotation in 2nd year. The dedicated simulation selective allows a more intensive opportunity to consolidate simulation-based education delivery and debriefing skills by attending a significant portion of the simulation sessions occurring during this four-week rotation. Selective residents will be expected to take on a greater role in scenario development, learning simulator technical skills and leading pre-scenario briefing and post-scenario debriefing for most of the sessions.
- Simulation Fellowship (3rd year). Further information available on website at www.kidsim.ca

Contact information

KidSim Centre Sessions:

Please contact info@kidsim.ca at KidSim to schedule your sim sessions. You can provide them with your availability for Wednesday/Thursday mornings after completing the ASSET Foundations course. Feel free to share as many or as few dates as you'd like, and they will schedule you for sessions where you'll be mentored. Your mentor could be either a physician or an experienced nurse facilitator. As you progress in your training, you will gradually take on a more independent facilitation role, depending on your comfort level.

Rural Mobile Outreach sessions:

Dr. Christine Kennedy (christine.kennedy@ahs.ca) is your primary contact for rural mobile outreach sessions. The trip schedule is typically sent out months in advance. Most trips are a full day, with occasional overnight stays. Please note that regardless of the trips you sign up for, you will only be allowed to replace one ED shift for the time spent on each outreach trip.

Assessment

Your session mentor will complete a facilitator feedback form at the end of each session. Please ensure these are filled out, scan them, and send them to your program administrator (karly.luca@ahs.ca). They will be reviewed by the program director and your academic advisor at the Competence Committee meetings.

EPAs

There are no EPAs mapped to the simulation teaching aspect of this longitudinal rotation.

ROTATION EXPECTATIONS (PEM Competencies 2023)

Scholar

- Teach students, residents, the public, and other health care professionals
    - Recognize the influence of role modelling and the impact of the formal, informal, and hidden curriculum on learners
    - Promote a safe and respectful learning environment
    - Ensure patient safety is maintained when learners are involved
    - Prioritize and balance teaching responsibilities with patient flow and care
    - Plan and deliver learning activities
    - Provide feedback to enhance learning and performance
    - Assess and evaluate learners, teachers, and programs in an educationally appropriate manner
- Integrate best available evidence into practice
    - Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that can address them
    - Identify, select, and navigate pre-appraised resources
    - Critically evaluate the integrity, reliability, and applicability of health-related research and literature
    - Integrate evidence into decision-making in their practice