



**2023-2024**

**Re: Academic Half Day – Emphasizing the “Flipped Classroom Model”**

Dear EM Faculty,

Thank-you for all the time and effort you dedicate to providing high quality education to our residents. Academic Half Day (AHD) is critical to our training program, and we know that many hours of preparation go into every session. This document is based on resident feedback and we hope it will serve as a guide to help you prepare for your session.

<b>What residents find helpful</b>	<b>What residents DON'T find helpful</b>
Emphasis on exam prep	Didactic format
Flipped Classroom format	Practical tips (this is great on shift, but not for halfday)
Exam style (short answer) practice questions	Stories of ‘cool’ cases
Practice oral exam cases	
Having the slides in advance	

Program expectations of residents

- Residents are expected to study the foundational material prior to the AHD
- Preparation includes reading the applicable chapters in Rosen’s, and any required material that faculty send for distribution prior to the session

Program expectations of faculty

- Faculty are asked to send residents 3-5 practice questions prior to AHD
- Faculty are also asked to send 2 \*additional\* questions to the program, to be kept for later practice at the end-of-unit review session. These occur at the conclusion of each block (eg. Trauma, Ortho, etc). Please send these directly to RCPSEMprogram@nshealth.ca.

Listed below are timelines and resources to assist you. Please don’t hesitate to contact me with any issues or questions about this change in format or the resources provided. Once again, we **really appreciate** your time and efforts in preparing half-day for our residents. **Thank you!**

Laurel Murphy

## Faculty Timelines

7 days before	<ul style="list-style-type: none"><li>• Send any pre-reading material</li><li>• Send 3-5 exam-style short answer questions to help guide resident preparation. Please begin your session by reviewing the answers</li><li>• Send slides in advance if (you are ok with this)</li><li>• Send 2 exam questions for end of unit exam</li></ul> <p>Please direct all materials to <a href="mailto:RCPSEMPProgram@nshealth.ca">RCPSEMPProgram@nshealth.ca</a> for distribution.</p>
Day of	90 minute session <ul style="list-style-type: none"><li>• Review of resident prep questions sent in advance</li><li>• Oral exam for volunteer resident (seniors get first option)</li><li>• Flipped Classroom style session</li></ul>
Day After	<ul style="list-style-type: none"><li>• Send final slides/material if applicable</li><li>• Send 2 exam-style questions <b>with answers</b> (if not already sent) for end of unit review session.</li></ul> <p>These should go to <a href="mailto:RCPSEMPProgram@nshealth.ca">RCPSEMPProgram@nshealth.ca</a></p>

## Flipped Classroom Model

The purpose of this education model is to focus teaching time on *applying* the foundational content. This requires the learner to study the foundational content prior to the classroom time, and the facilitator to focus the discussion on clinical cases and/or problem-solving during the classroom time. Our learners have identified this as their preferred format of instruction.

We recognize that not all content is amenable to this format, and that a focused didactic session is useful for some topics. Hybridizing some didactic time with the flipped classroom model may be best for some topics.

Flipped Classroom/Blended Learning: <https://www.youtube.com/watch?v=paQCE58334M>

## Pre-Lecture

It is assumed that the residents will have studied the relevant content from Rosen's.

Please send 3-5 practice written exam questions to [RCPSEMPProgram@nshealth.ca](mailto:RCPSEMPProgram@nshealth.ca) one week in advance of your session. Our residents universally report these as being helpful to their learning.



# DalEM



## DALHOUSIE DEPARTMENT OF EMERGENCY MEDICINE

SAQ Development:

<https://saineville.com/wp-content/uploads/2016/11/RC-SAQ-Guidelines.pdf>

<https://mcc.ca/media/CDM-Guidelines.pdf>

Use your expertise to scan the available resources for your topic and send out material that you identify as particularly high yield. Below is a list of materials that residents are currently using to prepare for AHD, in descending order of popularity. Feel free to use other resources, including primary literature.

- Rosen's Emergency Medicine (If you don't have the 10<sup>th</sup> edition and would like the chapters relevant to your topic, please email [rcpsemprogram@nshealth.ca](mailto:rcpsemprogram@nshealth.ca) and we will get them to you)
- CRACKcast ([canadiem.org/crackcast](http://canadiem.org/crackcast))
- Life in the fast line ([litfl.com](http://litfl.com))

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- EMRAP
- Society Guidelines – CAEP, ACEP, Canadian Cardiovascular Society, EX-TRIP
- Emcrit.org
- Review articles – such as *Emergency Medicine Clinics of North America*, *Critical Care Clinics*

### AHD Structure

Here is an example of how to break this down, however please feel free to adjust things based on the needs of your topic.

30 mins	Review SAQs sent out ahead of time Practice oral exam for volunteer resident (seniors get first option)
15 mins	Didactic component if required (not exhaustive, more to contextualize the content)
45 mins	Flipped Classroom discussion of cases to apply the content

### Post-Lecture

If not done already, please send 2 SAQ on your topic (with answers!) that we can hold for the review session at the end of the block for that subject matter.

### Examples

Several faculty have been recognized by our residents as providing exceptional academic halfdays. Some of these faculty have kindly allowed us to share their content with you as examples to consider. A link to this content was included with your reminder email.