

# Academic Section of CAEP: Featured Education Innovation



Division/Department of which university?	Department of Emergency Medicine – University of Ottawa
Name of Innovation (limit of 1 clearly defined project)	Flipped Classroom – Academic Half-Day Session – Going to Court
Lead Innovator(s)	Kari Sampsel
Lead Innovators' email address(es)	<a href="mailto:ksampsel@toh.on.ca">ksampsel@toh.on.ca</a>
If applicable, what is the website for this innovation	Not available.
What is your division/department's website?	<a href="http://www.emottawa.ca">www.emottawa.ca</a>
<p>Description of the Innovation (500 words max) – See Glassick's framework to guide your description</p>	<p>As an emergency physician, being summoned to court as a result of a patient encounter is an uncommon, unfamiliar and unusually stressful experience. Learning how to prepare for and behave in court is largely experiential, “once you go, you know”, and not traditionally taught during residency. Having residents practice the skills necessary for the courtroom experience is important for their practice development as most emergency physicians are likely be called to court during their career.</p> <div data-bbox="656 1035 1226 1423" data-label="Image"> <p style="text-align: center;"><b>Going to Court – A Primer for Emergency Physicians</b></p> <p style="text-align: center;">Department of Emergency Medicine AHD – University of Ottawa</p> <p style="text-align: center;">Dr. Kari Sampsel</p> </div> <p>To do this, a flipped classroom technique was utilized during an Academic Half-Day (AHD) session. An information video outlining the background necessary to understand the Canadian legal system, its players, the differing roles of a material versus an expert witness, and how to prepare and conduct oneself as a witness from the time of summoning until the time of dismissal, was prepared and distributed to the residents ahead of the session. Additionally, each resident attending the session was required to submit in advance one patient encounter that would serve as the basis for their witness testimony. Each chart was reviewed by the author as the session facilitator, and a line of legal questioning was developed for each. For the AHD session itself, a conference room was set up to simulate a courtroom, with a witness stand and observation gallery. The facilitator acted as the legal counsel calling each resident up to the witness stand individually, swearing them in and questioning them as if they were truly on the stand. Each line of questioning, based on the patient encounter sent to the author, highlighted a different tactic or area of questioning that has been used in the legal examination of emergency physicians. Each</p>

	<p>chart was projected on the screen behind the witness stand for the benefit of the gallery (the rest of the resident cohort), who would have been unfamiliar with the details of the patient encounter. Following each witness testimony, there was discussion of the theoretical concepts and practicalities behind the questions and answers. This flipped classroom approach allowed each resident to review the necessary background information at their own pace ahead of time and then to experience what it is like to deliver testimony in a court of law in a low-stakes educational environment. The resident-driven discussion after the testimony additionally served as a debriefing for the resident who had just completed their turn on the stand. This session was greatly valued by the residents as evidenced by the favourable comments and outstanding ranking on their evaluations. This type of session is easily replicated and provides an effective simulation of a real-world legal encounter such that future emergency physicians are better prepared and less anxious when they receive their first summons.</p>
Who wrote this summary?	Kari Sampsel