


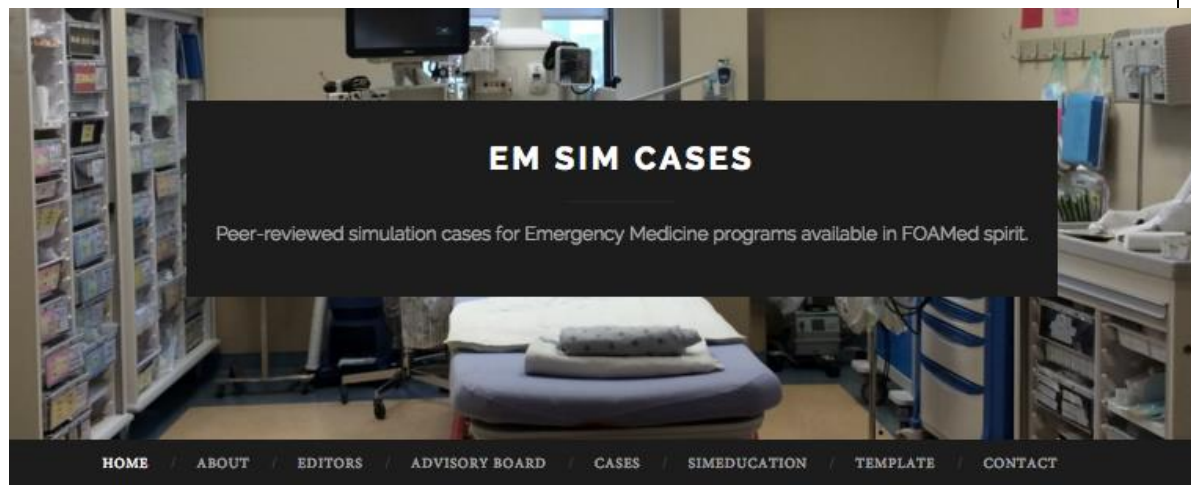
CAEP Feature Education Innovation Case Report

Name of Innovation	 <p>EMSimCases</p> <p>www.emsimcases.com</p>
Lead Innovators	<p>Kyla Caners, McMaster University (@drcaners) Martin Kuuskne, McGill University (@martinMcGillEM)</p>
Lead Innovator's email address	<p>kyla.caners@medportal.ca</p>
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Does this project have its own website?	<p>www.emsimcases.com</p>
Division or department's website	<p>http://fhs.mcmaster.ca/emergmed/ and https://www.mcgill.ca/emergency/home</p>
Description of the Innovation	<p>Goals: The goal of this innovation was to create a Free Open Access Medical education (#FOAMed) website dedicated to disseminating simulation cases for emergency medicine teachers.</p> <p>Preparation: Over the past 10 years there has been a veritable explosion of online resources.¹ There is a burgeoning literature around #FOAMed resources online.²⁻⁷ There is a significant diversity in resources and online educational resources blossoming via this online movement. Since members of the FOAM movement utilize disruptive technologies such as blog platforms, the ease of publication and dissemination has increased extensively. This has led sceptics to question the quality of the resources generated. Many of the resources developed can be of variable quality. To ensure higher quality, some more scholarly blogs sites have begun to adopt quality improvement strategies, including peer review.⁸</p> <p>EMSimCases is one of the websites that has risen to the occasion of increasing the quality of online scholarship in simulation. With standardized, simple-to-use templates,</p>

EMSimCases is creating a rich database of cases under a creative commons license, allowing for teachers to borrow and adapt their cases for local use.

To ensure it is producing quality and evidence-based scenarios, the EMSimCases team has created a network of peer reviewers and editors to assist authors with reviewing their materials. By implementing these processes, websites like EMSimCases are part of a growing network of scholarly academic blogs that are worthy of being acknowledged as true avenues for robust scholarly activity, as recently endorsed by an international consensus document.⁶

Methods: Bi-monthly, EMSimCases publishes a peer-reviewed case, complete with objectives, completed templates, and visual stimuli. Occasionally, it also publishes simulation education posts to enrich the practice of simulation educators (see picture below for a screenshot of the website.)



Two Patient Trauma

JANUARY 5, 2016 / XCANERS / 1 COMMENT / EDIT

This case was written by Dr. Martin Kuuskne from McGill University. Dr. Kuuskne is a PGY5 Emergency Medicine resident and one of the editors-in-chief at EMSimCases.

Why it Matters

Emergency Medicine often requires care providers to be in multiple places at once. It is not uncommon to have two patients simultaneously require urgent or semi-urgent intervention. This

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To accomplish this, Drs. Caners and Kuuskne (the co-Editors-in-Chief) have formed a team of 13 people to help them with the behind-the-scenes work. Suffice it to say, each case is peer reviewed by two educators before it is finally disseminated via their blog platform.

Results: In December 2015, EMSimCases has been up and running for 10 months. As of December 2015, they have published 29 posts so far (19 of them being cases and 10 educational posts).

Here are some of their most recent statistics:

- Average visitors/month = 689

	<p>- Average page views/month = 1 551</p> <p>- Total page views = 15 674</p> <p>- Total visitors = 6 944</p> <p>In the last year, we've had 5 533 Canadians, 4 769 Americans, and 1 013 Australians visit the site (plus a wide array of people from a total of 108 countries).</p> <p>Reflective critique: The ultimate goal of EMSimCases is to serve as a database of high quality, peer-reviewed Emergency Medicine simulation cases. Once submitted, our medical student editors do a great job converting cases to our template. Our peer-review process has been streamlined using several key questions like “does the case have clear objectives?” and “does the case meet its stated objectives?” There is often a healthy debate around key patient management decisions or the architecture of the case progression. This is usually resolved with third and fourth party peer review. An important part of the peer review process is identifying thinking biases and coming to a general consensus regarding debatable learner actions.</p> <p>Curating cases from across Canada has allowed us to have a finger on the pulse of Canadian simulation education in Emergency Medicine in terms of quality and content. Furthermore, developing cases allows us to exercise our knowledge of medical education theory with respect to the alignment of learning objectives with appropriate learning strategies. Our SimEducation blog posts provide practical synopses of both core medical education theory and simulation concepts that can be put to use when running your next simulation session.</p> <p>One of the challenges we have faced is recruiting cases from a broader array of Canadian educational centres and simulation programs. We aim to address this in 2016 by increasing our social media presence and further strengthening the community of practice of simulation educators through future collaborations.</p> <p>Share with us!</p> <p>If you would like to contribute to EMSimCases and have your work disseminated to the world’s educators, we are happy to work with you. You can download the EMSimCases template here.</p> <p>We’d love to see what you create. Send us your cases (cases@emsimcases.com) and they could be featured on our blog for others to enjoy (always with due credit).</p>
Authors	<p>Kyla Caners (@DrCaners)</p> <p>Martin Kuuskne (@martinMcGillEM)</p> <p>Teresa Chan (@TChanMD)</p>

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