**Mcgill University CCFP-EM curriculum map**

| Table 1. CCFP-EM Priority topics and Curriculum Experience | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Priority Topic** | **Rotations** | **Clinical Experience** | **Academic Half Day/EM rounds** | **Simulation** | **Admin Month** | **Practice SOOs/SAMPS** | **Didactic** | **Self study/Core Readings** | **Other** | **Assessment** |
| **Abuse & Assault – Sexual Assault** | | | **x** | | | | **x** | | Trauma center is sexual abuse referral center | SOOS/SAMPS |
| **Airway Management** | Emergency Medicine Anesthesia Trauma | **x** | **x** | **x** | **x** | **x** | **x** | Period 2 | Cadaver lab Half-day RT ventilatory teaching AIME course | SOOS/SAMPS ITER SIM |
| **Analgesia/Sedation** | Emergency Medicine Anesthesia Trauma | **x** | **x** | **x** | **x** | **x** | **x** | Period 5 | | ITER |
| **Abdominal Pain & GI Emergencies** | Emergency Medicine Trauma | **x** | **x** | **x** | | **x** | **x** | Period 11 | Includes GI bleeding | SOOS/SAMPS ITER SIM |
| **Anaphylaxis** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 2 | | SOOS/SAMPS SIM |
| **Behavioral Emergencies/ Agitation** | Emergency Medicine | **x** | **x** | | **x** | **x** | **x** | Period 12 | | SOOS/SAMPS SIM |

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| **Cardio-Pulmonary Resuscitation/Cardiac Arrhythmias** | Emergency Medicine/ ICU | **x** | **x** | **x** | **x** | **x** | **x** | Period 3 | | SOOS/SAMPS ITER SIM |
| **Chest Pain** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 3 | | SOOS/SAMPS ITER SIM |
| **COPD/Asthma** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 3 | | SOOS/SAMPS ITER SIM |
| **Continuous Quality Improvement** | Admin month | | **x** | | **x** | | **x** | | Admin month | |
| **Critical Appraisal** | | | **x** | | | | **x** | CAT project | | CAT evaluation |
| **EMS Air/Ground** | | | | | **x** | | **x** | | | |
| **Environmental Emergencies/Burns** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 8 | | SOOS/SAMPS SIM |
| **Endocrine** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 6 | | SOOS/SAMPS SIM |
| **Fluids & Electrolytes** | Emergency Medicine | **x** | | | | | **x** | | | SOOS/SAMPS ITER |
| **GU Emergencies** | Emergency Medicine | **x** | **x** | | | **x** | **x** | Period 10 | | SOOS/SAMPS ITER |
| **Hematology/ Oncology Emergencies** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 6 | | SOOS/SAMPS ITER SIM |
| **Ischemic Heart Disease** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 3 | | SOOS/SAMPS SIM ITER |

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| **Infections** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 11 | | SOOS/SAMPS<br>ITER<br>SIM |
| **Multiple Patients** | Emergency Medicine Admin Month | **x** | | | **x** | | **x** | | | ITER |
| **Neurological Emergencies** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 12 | Includes CVA & headache | SOOS/SAMPS<br>ITER<br>SIM |
| **Obstetrics & Gynecology** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 10 | ALARM certification ( prior) | SOOS/SAMPS<br>ITER<br>SIM |
| **Ophthalmology/ENT** | Emergency Medicine | **x** | **x** | | | **x** | **x** | Period 7 | Ophthalmology Day Includes approach to red eye | SOOS/SAMPS<br>ITER |
| **Oral/Facial Nerve Block (OMF Surgery)** | Emergency Medicine | **x** | **x** | | | | **x** | Period 5 | Cadaver Lab Dentistry Teaching | |
| **Orthopedics/ Musculoskeletal Disorders** | Emergency Medicine Orthopedic Surgery | **x** | **x** | | **x** | **x** | **x** | Period 5 | Casted Course Half day Ortho teaching Half day Sim Casting | SOOS/SAMPS<br>ITER<br>SIM |
| **Pediatrics** | Pediatric Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 9 | PALS recertification Junior Teaching | SOOS/SAMPS<br>SIM<br>ITER |
| **Resuscitation/ Shock (undifferentiated)** | Emergency Medicine | **x** | **x** | **x** | **x** | **x** | **x** | Period 2 | Hi-Def Simulation | SOOS/SAMPS<br>SIM<br>ITER |

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| | | | | | | | | | Includes dehydration and spinal shcok | |
| **Respiratory Emergencies** | Emergency Medicine | **x** | **x** | **x** | **x** | **x** | **x** | Period 3 | Includes approach to SOB, pulmonary edema | SOOS/SAMPS<br>ITER<br>SIM |
| **Seizures/ Altered LOC** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 12 | | SOOS/SAMPS<br>ITER<br>SIM |
| **Suicide Risk** | Emergency Medicine | **x** | | | **x** | | **x** | Period 12 | | |
| **Toxicology** | Emergency Medicine Toxicology Rotation | **x** | **x** | **x** | **x** | **x** | **x** | Period 4 | On-call quebec poison control ncludes specific antidotes | SOOS/SAMPS<br>ITER<br>SIM |
| **Trauma** | Emergency Medicine Trauma Rotation | **x** | **x** | **x** | **x** | **x** | **x** | Period 1,2 | Hi def simulation Trauma specific rotation Includes approach, blunt and penetrating, multiple patients Cadaver Lab | SOOS/SAMPS<br>ITER<br>SIM |
| **Vascular Emergencies** | Emergency Medicine | **x** | **x** | **x** | | **x** | **x** | Period 3 | Includes PE/DVT | SOOS/SAMPS<br>ITER |

**Table 2. CANMEDS Critical CCFP-EM competencies**

| CANMEDS Role | Competency | Exposure | Assessment |
|---|---|---|---|
| **Medical Expert** | 1.1 Demonstrate a commitment to high-quality care of their patients<br>1.2 Integrate the CanMEDS Intrinsic Roles into their practice of medicine<br>1.3 Apply knowledge of the clinical and biomedical sciences relevant to their discipline<br>1.4 Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner<br>1.5 Carry out professional duties in the face of multiple, competing demands<br>1.6 Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice<br>2.1 Prioritize issues to be addressed in a patient encounter<br>2.2 Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion<br>2.3 Establish goals of care in collaboration with patients and their families, which may include slowing disease progression, treating symptoms, achieving cure, improving function, and palliation<br>2.4 Establish a patient-centred management plan<br>3.1 Determine the most appropriate procedures or therapies<br>3.2 Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy<br>3.3 Prioritize a procedure or therapy, taking into account clinical urgency and available resources<br>3.4 Perform a procedure in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances<br>4.1 Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation<br>5.1 Recognize and respond to harm from health care delivery, including patient safety incidents | Clinical Shifts<br>Academic Half Day<br>EM Rounds<br>EM Journal Club<br>Practice SOOS/SAMPS<br>Simulation | ITER<br>Quarterly review<br>SAMP/SOOS<br>Sim |

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| | 5.2 Adopt strategies that promote patient safety and address human and system factors | | |
| **Scholar** | 1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice<br>1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources<br>1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice<br>2.1 Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners<br>2.2 Promote a safe learning environment<br>2.3 Ensure patient safety is maintained when learners are involved<br>2.4 Plan and deliver a learning activity<br>2.5 Provide feedback to enhance learning and performance<br>2.6 Assess and evaluate learners, teachers, and programs in an educationally appropriate manner<br>3.1 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them<br>3.2 Identify, select, and navigate pre-appraised resources<br>3.3 Critically evaluate the integrity, reliability, and applicability of health related research and literature<br>3.4 Integrate evidence into decision-making in their practice<br>4.1 Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care<br>4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations<br>4.3 Contribute to the work of a research program | EM Rounds<br>EM Journal Club<br>CAT project<br>Family Medicine teaching<br>Simulation | ITER<br>Quarterly review<br>SAMP/SOOS<br>CAT assessment |

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| | 4.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them<br>4.5 Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry | | |
| **Professional** | 1.1 Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality<br>1.2 Demonstrate a commitment to excellence in all aspects of practice<br>1.3 Recognize and respond to ethical issues encountered in practice<br>1.4 Recognize and manage conflicts of interest<br>1.5 Exhibit professional behaviours in the use of technology-enabled communication<br>2.1 Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians<br>2.2 Demonstrate a commitment to patient safety and quality improvement<br>3.1 Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice<br>3.2 Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions<br>3.3 Participate in peer assessment and standard-setting<br>4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance<br>4.2 Manage personal and professional demands for a sustainable practice throughout the physician life cycle<br>4.3 Promote a culture that recognizes, supports, and responds effectively to colleagues in need | Clinical Shifts<br>Off-Service Rotations<br>Admin month teaching | ITER<br>Quarterly review |

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| **Communicator** | 1.1 Communicate using a patient-centred approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion<br>1.2 Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety<br>1.3 Recognize when the values, biases, or perspectives of patients, physicians, or other health care professionals may have an impact on the quality of care, and modify the approach to the patient accordingly<br>1.4 Respond to a patient's non-verbal behaviours to enhance communication<br>1.5 Manage disagreements and emotionally charged conversations<br>1.6 Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances<br>2.1 Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information<br>2.2 Provide a clear structure for and manage the flow of an entire patient encounter<br>2.3 Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent<br>3.1 Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding<br>3.2 Disclose harmful patient safety incidents to patients and their families accurately and appropriately<br>4.1 Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe<br>4.2 Assist patients and their families to identify, access, and make use of information and communication technologies to support their care and manage their health<br>4.3 Use communication skills and strategies that help patients and their families make informed decisions regarding their health<br>5.1 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements | Clinical Shifts | ITER<br>Quarterly review<br>Sim |

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| | 5.2 Communicate effectively using a written health record, electronic medical record, or other digital technology<br>5.3 Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding | | |
| **Collaborator** | 1.1 Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care<br>1.2 Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care<br>1.3 Engage in respectful shared decision-making with physicians and other colleagues in the health care professions<br>2.1 Show respect toward collaborators<br>2.2 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture<br>3.1 Determine when care should be transferred to another physician or health care professional<br>3.2 Demonstrate safe handover of care, using both verbal and written communication, during a patient transition to a different health care professional, setting, or stage of care | Academic Half Day<br>Clinical Shifts<br>Off-Service Rotations | ITER<br>Quarterly review<br>Sim |
| **Leader** | 1.1 Apply the science of quality improvement to contribute to improving systems of patient care<br>1.2 Contribute to a culture that promotes patient safety<br>1.3 Analyze patient safety incidents to enhance systems of care<br>1.4 Use health informatics to improve the quality of patient care and optimize patient safety<br>2.1 Allocate health care resources for optimal patient care<br>2.2 Apply evidence and management processes to achieve cost-appropriate care<br>3.1 Demonstrate leadership skills to enhance health care | Resident Retreat<br>Chief Resident Position<br>Simulation<br>Clinical shifts | ITER<br>Quarterly review<br>Sim |

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| | 3.2 Facilitate change in health care to enhance services and outcomes<br>4.1 Set priorities and manage time to integrate practice and personal life<br>4.2 Manage a career and a practice<br>4.3 Implement processes to ensure personal practice improvement | | |
| **Health Advocate** | 1.1 Work with patients to address determinants of health that affect them and their access to needed health services or resources<br>1.2 Work with patients and their families to increase opportunities to adopt healthy behaviours<br>1.3 Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients<br>2.1 Work with a community or population to identify the determinants of health that affect them<br>2.2 Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities<br>2.3 Contribute to a process to improve health in the community or population they serve | Clinical Shifts<br>Admin month | ITER<br>Quarterly review |

**Table 3. <u>Detailed mapping of curriculum and procedural skills</u>**

| Procedure | Specific Rotation | Clinical Experience | Academic Day | Simulation | Admin month | Practice SOOS/SAMS | Didactic | Other |
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| **Advanced Cardiac Life Support** | Emergency Medicine | Emergency Department | **x** | **x** | **x** | | | ACLS refresher<br>Admin month |
| **Arterial Lines** | Emergency Medicine<br>ICU | Emergency Department<br>ICU | | **x** | **x** | | | |
| **Bag and Mask Ventilation** | Emergency Medicine<br>ICU | Emergency Department | **x** | **x** | **x** | | | Airway day |
| **Basic Cardiac Life Support** | Emergency Medicine<br>ICU | Emergency Department<br>ICU | | **x** | **x** | | | ACLS recertification |
| **Cardioversion** | Emergency Medicine | Emergency Department | | **x** | **x** | | | ACLS recertification |
| **Carotid Sinus Massage** | Emergency Medicine | Emergency Department | | **x** | **x** | | | ACLS recertification |
| **Chest Tube Insertion** | Emergency Medicine | Emergency Department | | | **x** | | | Sim center<br>Cadaver lab |
| **Defibrillation** | Emergency Medicine | Emergency Department | | **x** | **x** | | | ACLS recertification |
| **ECG with Initial Interpretation** | Emergency Medicine | Emergency Department | | **x** | **x** | | | ACLS recertification |
| **Emergency Thoracotomy** | Emergency Medicine | Emergency Department | | **x** | **x** | | | |
| **End Tidal $CO_2$ Monitoring** | Emergency Medicine | Emergency Department | | | **x** | | | Airway day |
| **Endotracheal Intubation** | Emergency Medicine<br>ICU | Emergency Department<br>ICU | | **x** | **x** | | | Airway day |

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| **Central Venous Access (for Fluid Resuscitation), no CVP** | Emergency Medicine ICU | Emergency Department ICU | | **x** | **x** | | | Sim center |
| **Intubation and Rescue Method for Intubation** | Emergency Medicine ICU | Emergency Department ICU | **x** | **x** | **x** | | | Airway day |
| **Manage Acute Dysrythmias** | Emergency Medicine | Emergency Department | | **x** | **x** | | | ACLS recertification |
| **Needle Thoracentesis** | Emergency Medicine | Emergency Department | | **x** | **x** | | | Sim center |
| **Oral Airway Insertion** | Emergency Medicine | Emergency Department | **x** | **x** | **x** | | | Airway day |
| **Parameters for Mechanical Ventilation** | Emergency Medicine | Emergency Department | **x** | **x** | **x** | | | Airway day |
| **Pericardiocentesis** | Emergency Medicine | Emergency Department | **x** | **x** | | | | |
| **Peripheral Venous Access** | Anaesthesia | Anaesthesia | | **x** | **x** | | | Sim center |
| **Removal of Foreign Body from Airway** | Emergency Medicine | Emergency Department | | **x** | **x** | | | |
| **RSI** | Emergency Medicine | Emergency Department | **x** | **x** | **x** | | | Airway day |
| **Surgical/Needle Cricothyroidotomy** | Emergency Medicine | Emergency Department | | **x** | **x** | | | Airway day |
| **Transcutaneous Pacing** | Emergency Medicine ICU | Emergency Department | | **x** | **x** | | | |

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| **Transtracheal Ventilation** | Emergency Medicine | Emergency Department | | **x** | **x** | | | |
| **Incise and Drain Abscess** | Emergency Medicine | Emergency Department | | | | | | Journal club |
| **Insertion of Sutures – simple, mattress, subcuticular** | Emergency Medicine | Emergency Department | | | | | | |
| **Laceration Repair; suture and gluing** | Emergency Medicine | Emergency Department | | | | | | |
| **Release subungual hematoma** | Emergency Medicine | Emergency Department | | | | | | |
| **Removal of Foreign Body – fish hook, splinter** | Emergency Medicine | Emergency Department | | | | | | |
| **Wound Debridement** | Emergency Medicine | Emergency Department | | | | | | |
| **Anterior Nasal Packing** | Emergency Medicine | Emergency Department | | | | | | |
| **Cautery for Anterior Epistaxis** | Emergency Medicine | Emergency Department | | | | | | |
| **Indirect Laryngoscopy** | Emergency Medicine | Emergency Department | | | | | | |
| **Posterior Nasal Packing** | Emergency Medicine | Emergency Department | | | | | | |
| **Removal of Foreign Body from Ear/Nose** | Emergency Medicine | Emergency Department | | | | | | |
| **Instillation of Fluorescein** | Emergency Medicine | Emergency Department | | | | | | Ophthalmology Clinic |

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| **Removal of Conjunctival or Corneal Foreign Body** | Emergency Medicine | Emergency Department | | | | | | Ophthalmology Clinic |
| **Slit Lamp Examination** | Emergency Medicine | Emergency Department | | | | | | Ophthalmology Clinic |
| **Tonometry Schiotz or Aplanation** | Emergency Medicine | Emergency Department | | | | | | Ophthalmology Clinic |
| **Fecal Occult Blood Testing** | Emergency Medicine | Emergency Department | | | | | | |
| **Incise and Drain External Thrombosed Hemorrhoid** | Emergency Medicine | Emergency Department | | | | | | |
| **Forensic Exam of Sexual Assault Patient** | | | | | | | **x** | |
| **Placement of Suprapubic Catheter** | Emergency Medicine | Emergency Department | | **x** | **x** | | | |
| **Adult Lumbar Puncture** | Emergency Medicine | Emergency Department | **x** | **x** | **x** | | | Sim center |
| **Blood Gas Arterial Punctures** | Emergency Medicine ICU | Emergency Department | | | | | | |
| **Peripheral Venous Line Adult and Child** | Emergency Medicine Anesthesia | Emergency Department | | | | | | |
| **Digital Block Finger or Toe** | Emergency Medicine | Emergency Department | | | | | | |

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| **Local Anaesthesia** | Emergency Medicine | Emergency Department | | | | | | |
| **Procedural Sedation** | Emergency Medicine | Emergency Department | | | | | | |
| **Regional Anaesthesia** | Emergency Medicine | Emergency Department | | | | | | |
| **Topical Anaesthesia** | Emergency Medicine | Emergency Department | | | | | | |
| **Application of Below Knee Chest** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Application of Forearm Cast** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Application of Ulnar Gutter Splint** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Arthrocentesis Joint** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Reduction Ankle** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Reduction Elbow** | Emergency Medicine | Emergency Department | | | | | | |

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| | MSK rotation | | | | | | | |
| **Reduction Knee** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Reduction of Dislocated Finger** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Reduction Shoulder** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Splinting of Injured Extremities** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Sugar-Tong Splint** | Emergency Medicine MSK rotation | Emergency Department | | | | | | |
| **Confirmation of IUG** | Emergency Medicine POCUS rotation | Emergency Department | | | **x** | | | |
| **Measurement of Abdominal Aorta** | Emergency Medicine POCUS rotation | Emergency Department | | | **x** | | | |

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| **Pericardial Fluid** | Emergency Medicine POCUS rotation | Emergency Department | | | **x** | | | |
| **Presence of Cardiac Motion** | Emergency Medicine POCUS rotation | Emergency Department | | | **x** | | | |
| **Presence of Free Fluid** | Emergency Medicine POCUS rotation | Emergency Department | | | **x** | | | |

**Table 4. Tintinalli's Review**

| Topic | Period | Section | Academic Half Day | Simulation | Practice SOOs/SAMPS | Priority Topics Covered |
|---|---|---|---|---|---|---|
| **Trauma/Shock/Resuscitation** | 2 | 3,4,21 | **x** | **x** | **x** | Airway management<br>Shock/Dehydration<br>Multiple Trauma<br>Altered Level of consciousness |

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| | | | | | | Seizures<br>Anaphylaxis<br>Burns<br>Abuse/Domestic |
| **Cardiovascular & Pulmonary Emergencies** | 3 | 7,8 | **x** | **x** | **x** | Shortness of Breath<br>Chest Pain<br>Arrhythmia<br>COPD/Asthma<br>Ischemic Heart Disease<br>DVT/PE<br>Pulmonary Edema<br>Multiple patients |
| **Toxicologic Emergencies** | 4 | 15 | **x** | **x** | **x** | Toxicology<br>Abuse/Domestic<br>Suicide Risk |
| **Analgesia/Wound Care/MSK/Orthopedic Emergencies** | 5 | 5,6,22,23 | **x** | **x** | | Analgesia/Sedation<br>Common fractures/MSK injuries<br>Lacerations<br>Burns<br>EMS<br>Common MSK |
| **Endocrinological/Hematologic/ Oncological Emergencies** | 6 | 17,18,21 | **X** | **x** | **x** | |
| **Ophthalmologic/ ENT/Dermatologic Emergencies** | 7 | 19,20 | **X** | | **x** | Red eye, Vision Loss |
| **Environmental Emergencies** | 8 | 16 | **X** | **x** | **x** | Environmental<br>Burns<br>Multiple patients |
| **Pediatric** | 9 | 12 | **X** | **x** | **x** | Paediatric Fever<br>Abuse |
| **Obstetrics & Gynecology/Urological/ Renal Emergencies** | 10 | 10,11 | **X** | **x** | **x** | First Trimester Bleeding<br>(Pre)Eclampsia |

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| **Infectious/Gastroenterological Emergencies** | 11 | 9,12 | **X** | **x** | **x** | Abdominal Pain<br>GI Bleed<br>Infectious Disease |
| **Neurological/ Behavioral Emergencies** | 12 | 14,24,25 | **x** | **x** | **x** | Altered Level of Consciousness<br>Toxicology<br>Headache<br>Seizures<br>Environmental<br>Suicide Risk<br>Delerium/Agitation<br>CVA |

**Table 6. Resident Wellness**

| Topic | Specific Rotation | Academic Advisor | Academic Day | Workshop | Mentorship | Other |
|---|---|---|---|---|---|---|
| **Wellness in Practice** | Emergency Medicine | Quarterly review | Resident Wellness Sessions<br>Resident "Buddy system" -volunteer basis | Wellness Office | | "Red apple" reporting system<br>One45 platform -mistreatment notification |
| **Ethics** | | | | PGME Ethics Workshop | | Admin Month |
| **Resident Wellness** | | Quarterly review | Mindfulness teaching | PGME "ice cream" rounds | Longitudinal "One-on-one" | Quarterly reviews<br>Resident wellness committee |