

**RCEMLearning SAQ Template**

There are three sections to the SAQ template:

1. Landing page: this includes generic information (author, editor, curriculum codes etc.) and the case summary.
2. Questions and model answers (minimum of two, maximum of three), additional information
3. Key learning points and references.
4. Landing page:

|  |  |
| --- | --- |
| Title |  |
| Author[s] name, grade, Institution, Twitter handle (if you have one) |  |
| Editorial review name, gradeInstitution, Twitter handle (if you have one) |  |
| RCEMLearning Editorial Executive reviewer |  |
| Date signed off for build by creative lead |  |
| Reason[s] not signed off for build by creative lead |  |
| Date submitting author[s] suggest session should be reviewed (e.g. 1 year from publication, 2 years etc.) |  |
| Curriculum Competency Code[s] | \*If unsure please refer to this [curriculum map](http://www.rcemlearning.co.uk/?post_type=sfwd-courses&p=15314&preview=true) and select appropriate competences |
| Specialty Key Terms  (please bold or underline) | Cardiology Critical Care Endocrine Environmental Infectious diseases Metabolic Neurology Paediatrics Trauma Vascular emergencies Abdominal surgery Care of the elderly Diagnostics ENT Surgery Gastroenterology Maxillofacial surgeryMusculoskeletal OphthalmologyRespiratory Urology Toxicology |
| Body part (underline)  | **Body part :** Heart, Head, Face, Eye, Ear, Nose, Throat, Mouth, Neck, Chest, Heart, Shoulder, Upper Arm, Elbow, Forearm, Wrist, Hand, Thumb, Finger, Abdomen, Back, Cervical Spine, Thoracic Spine, Lumbar Spine, Pelvis, Hip, Femur, Knee, Ankle, Lower Leg, Foot, Toe, Skin |
| Images | *If an image is used, please load and send separately, and ensure it is clearly labelled and linked to this document, i.e author & title. Standard guidance for image capture applies. All images MUST be anonymised; if using clinical image[s], evidence of patient consent must be kept by you and available for review. A citation/reference must be provided for the image in order to the session to be published. This will be displayed alongside the image in the published session.*  |
| Free key words to enable users to search for the session (maximum of 3) |  |
| Short Case SummaryThis is a very short case summary that will display on the session’s landing page to attract learners (less than 30 words) |  |
| Case Scenario A summary on how the patient presented in the ED and any relevant history and background info etc (up to 400 words)*NOTE: The scenario will display above each question.* |  |

2.) Questions and model answers

Questions:

* You can ask up to 3 questions in total. The chosen topic[s] must be in the current RCEM curriculum
* There should be 3 marks for the whole SAQ. Please include a breakdown of the marking scheme (it can include half marks if you wish).
* The questions should be about aspects of the topic that are relevant and important in the ED. They may be about patient assessment, risk stratification or differential diagnosis, diagnostic tests carried out in the ED, ED management, pitfalls, patient safety and safe discharge.

Model answers:

* Please give the model answer and explain why this is the most appropriate. Also include any other answers that would be acceptable. For example, if you have requested the two likeliest diagnoses you will need to explain why these are likeliest. Alternatively, if you have requested two possible diagnoses your model answer must include all of these.
* If your gold standard answer is taken from any current UK guidance (e.g. NICE, BTS, ALS) please reference this, ideally using a weblink.
* Please note model answers will be given on the session’s final page after all of the user’s answers have been submitted.

Additional Information:

* Finally, please include an “Additional Information” section about your chosen topic. This aims to provide further learning from the SAQ. It can be up to 500 words in length and should cover the key aspects of the topic that are relevant to Emergency Medicine.

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| Question 1& suggested mark |  |
| Question 1 model answer |  |
| Question 2 & suggested mark |  |
| Question 2 model answer |  |
| Question 3 & suggested mark |  |
| Question 3 model answer |  |
| Additional information  |  |

1. Key learning points and references.
* Please present the key learning points as bullet points
* Wherever possible please ensure all supporting references and guidelines are open access. Hyperlink them (i.e. [The Mental Capacity Act in Emergency Medicine Practice](http://www.rcem.ac.uk/docs/RCEM%20Guidance/RCEM%20Mental%20Capacity%20Act%20in%20EM%20Practice%20-%20Feb%202017.pdf) as opposed to The Mental Capacity Act in Emergency Medicine Practice <http://www.rcem.ac.uk/docs/RCEM%20Guidance/RCEM%20Mental%20Capacity%20Act%20in%20EM%20Practice%20-%20Feb%202017.pdf>)
* Traditional references should be formatted in the Vancouver style. Please use [this resource](https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/vancouver.pdf) for citing guidance

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| Key learning points |  |
| References  |  |