

# Emergency Medicine

## Legend for Educational Activities

|                                      |                               |
|--------------------------------------|-------------------------------|
| FR – Faculty Rounds                  | RR – Radiology Rounds         |
| DSP – Directly Supervised Procedures | EBM - Evidence Based Medicine |
| FS – Faculty Supervision             | M&M-Morbidity & Mortality     |
| MR – Morning Report                  | DL- Didactic Lectures         |
| DPC – Direct Patient Care            | GR – Grand Rounds             |
| BRL --Board Review Lectures          | JC – Journal Club             |
| MJ – Medical Jeopardy                | PC–Professionalism Curriculum |

## Legend for Evaluations

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| FE - Faculty Evaluations                       |
| DSP – Directly Supervised Procedures           |
| ITE – In-Training Exam                         |
| PDR–Program Director’s Review (twice annually) |
| PR – Peer Review                               |

**This is a 4 week mandatory rotation which offers inpatient experience at ECM/NAMC Emergency Medicine Department. The educational goals for this rotation are indicated for each of the six ACGME competencies.**

### A. Patient Care

|    | <b>Educational Goals</b>  | <b>Educational Activities</b> | <b>Evaluati on Tools</b> |
|----|---|-------------------------------|--------------------------|
| 1. | Effectively perform initial evaluation and management of patients with medical emergencies. | DPC, FS, DL                   | FE                       |

|     |   |                                  |                                  |
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| 2.  | Effectively assess patients' need for hospital admission and appropriate level of inpatient care.   | DPC, FS, DL                      | FE                               |
| 3.  | Know indications for common emergency department procedures and perform these procedures with proper technique.   | DPC, DSP, FS, DL                 | FE, ITE, DSP                     |
| 4.  | Ability to take a complete medical history and perform a careful and accurate physical examination.   | DPC, FS, DL                      | FE, ITE                          |
| 5.  | Ability to write concise, accurate and informative histories, physical examinations and progress notes.   | DPC, FS DL                       | FE, ITE                          |
| 6.  | <i>PG-1</i> - Ability to make basic interpretation of chest and abdominal x-rays, and electrocardiograms.<br><i>PG - 2/3</i> – Develop and demonstrate proficiency above.   | DPC, FS, DL<br><br>DPC, FS, DL   | FE, ITE<br><br>FE, ITE           |
| 7.  | <i>PG-1</i> - Ability to perform basic procedures: venipuncture, arterial puncture, placement of central venous lines, lumbar puncture, abdominal paracentesis, thoracentesis, arthrocentesis, and nasogastric intubation.<br><i>PG-2/3</i> – Develop and demonstrate proficiency in above. | DPC, DSP, FS<br><br>DPC, DSP, FS | FE, ITE, DSP<br><br>FE, ITE, DSP |
| 8.  | Ability to perform endotracheal intubation under close supervision.   | DPC, DSP, FS                     | FE, ITE, DSP                     |
| 9.  | Ability to perform cardiopulmonary resuscitation and advanced cardiac life support, including application of electrodes for defibrillation and external pacing.   | DPC, DSP, FS DL                  | FE, ITE, DSP                     |
| 10. | <i>PG-2/3</i> - Ability to administer emergency thrombolytic treatment, under supervision.  | DPC, DSP, FS                     | FE, ITE, DSP                     |
| 11. | <i>PG-2/3</i> - Ability to perform basic ventilator management.   | DPC, DSP, FS                     | FE, ITE, DSP                     |
| 12. | <i>PG-1</i> - Ability to perform pelvic examination under supervision.<br><i>PG-2/3</i> – Develop and demonstrate proficiency in above.   | DPC, DSP, FS<br><br>DPC, FS      | FE, ITE, DSP<br><br>FE, ITE, DSP |

## B. Medical Knowledge

|    | <b>Educational Goals</b>   | <b>Educational Activities</b> | <b>Evaluati on Tools</b> |
|----|--|-------------------------------|--------------------------|
| 1. | Expand clinically applicable knowledge base of the basic and clinical sciences underlying the care of patients with medical emergencies.   | DPC, DL                       | FE, ITE                  |
| 2. | Access and critically evaluate current medical information and scientific evidence relevant to medical emergency care.   | DPC, JC, GR, DL               | FE, ITE                  |
| 3. | <i>PG-1</i> - Understanding the basic pathophysiology, clinical manifestations, diagnosis and management of acute and emergent presentations of medical illnesses, including myocardial infarction, aortic dissection, seizure disorders, gastrointestinal hemorrhage, alcohol withdrawal, decompensated diabetes, exacerbations of asthma and | DPC, FS, DL                   | FE, ITE                  |

|     |   |                                |                        |
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|     | chronic obstructive lung disease, meningitis, drug overdosage and poisoning.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above.  | DPC, FS, DL                    | FE, ITE                |
| 4.  | <i>PG-1</i> - Familiarity with basic pathophysiology, clinical manifestations, diagnosis and management of common gynecologic emergencies, including rape, vaginal bleeding, spontaneous abortion, acute salpingitis, and pregnancy induced hypertension.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above.             | DPC, FS, DL<br><br>DPC, FS, DL | FE, ITE<br><br>FE, ITE |
| 5.  | <i>PG-1</i> - Familiarity with basic pathophysiology, clinical manifestations, diagnosis and management of common ophthalmologic emergencies, including ocular injuries and conjunctivitis.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above.   | DPC, FS, DL<br><br>DPC, FS, DL | FE, ITE<br><br>FE, ITE |
| 6.  | <i>PG-1</i> - Familiarity with basic pathophysiology, clinical manifestations, diagnosis and management of common musculoskeletal emergencies, including non-operative management of common fractures, ligamentous sprains and muscular strains, and acute arthritis.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above. | DPC, FS, DL<br><br>DPC, FS, DL | FE, ITE<br><br>FE, ITE |
| 7.  | <i>PG-1</i> - Familiarity with basic pathophysiology, clinical manifestations, diagnosis and management of common otolaryngological emergencies, including epistaxis, acute pharyngitis, acute sinusitis, and obstruction of the upper airway.<br><i>PG-2/3</i> - Develop and demonstrate in-depth knowledge of above.                        | DPC, FS, DL<br><br>DPC, FS, DL | FE, ITE<br><br>FE, ITE |
| 8.  | <i>PG-1</i> - Familiarity with basic clinical manifestations, diagnosis and management of common psychiatric emergencies, including attempted suicide, acute psychosis and anxiety states.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above.  | DPC, FS, DL<br><br>DPC, FS, DL | FE, ITE<br><br>FE, ITE |
| 9.  | Familiarity with recognition and treatment of non-emergent conditions frequently seen in emergency rooms, including allergic reactions, dermatitis and minor burns.   | DPC, FS, DL                    | FE, ITE                |
| 10. | Recognition of signs of domestic violence, elderly abuse and other social issues which result in visits to the emergency room.  | DPC, FS, DL                    | FE, ITE                |
| 11. | Plan how to access and follow the Harris County Hospital District Disaster plan, in case of chemical, biological or nuclear emergency.  | FS                             | FE                     |
| 12. | <i>PG-1</i> - Familiarity with indications for performance and basic interpretation of standard laboratory tests, including blood counts, coagulation studies, blood chemistry tests,   | DPC, FS, DL                    | FE, ITE                |

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|     | urinalysis, drug screens, body fluid analyses, and microbiologic tests.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above.   | DPC, FS, DL                | FE, ITE           |
| 13. | Understanding the appropriate use of ultrasound, computed tomography and magnetic resonance imaging in emergency diagnosis.   | DPC, FS, DL                | FE, ITE           |
| 14. | <i>PG-1</i> - Basic familiarity with indications for performance and interpretation of imaging studies, including chest X-ray, abdominal series, abdominal CT scan and CT scan of head.<br><i>PG-2/3</i> – Develop and demonstrate in-depth knowledge of above. | DPC, FS, DL<br>DPC, FS, DL | FE,ITE<br>FE, ITE |

### C. Interpersonal Skills and Communication

|    | <b>Educational Goals</b>   | <b>Educational Activities</b> | <b>Evaluati on Tools</b> |
|----|--|-------------------------------|--------------------------|
| 1. | Communicate effectively with patients and families in a stressful Emergency Room environment.  | DPC, FS, DL                   | FE                       |
| 2. | Communicate effectively with physician colleagues in the ER & members of other health care professions to assure timely, comprehensive patient care.                       | DPC, FS, DL                   | FE                       |
| 3. | Communicate effectively with consulting residents and attendings from specialty services whose assistance is needed in the evaluation or management of patients in the ER. | DPC, FS, DL                   | FE                       |
| 4. | Communicate effectively with colleagues when signing out patients.   | DPC, FS, DL                   | FE                       |

### D. Professionalism

|    | <b>Educational Goals</b>   | <b>Educational Activities</b> | <b>Evaluati on Tools</b> |
|----|--|-------------------------------|--------------------------|
| 1. | Interact professionally toward towards patients, families, colleagues, and all members of the health care team | DPC, FS, DL                   | FE                       |
| 2. | Appreciation of the social context of illness.   | DPC, FS, DL                   | FE                       |

### E. Practice-Based Learning and Improvement

|    | <b>Educational Goals</b>   | <b>Educational Activities</b> | <b>Evaluati on Tools</b> |
|----|--|-------------------------------|--------------------------|
| 1. | Identify and acknowledge gaps in personal knowledge and skills in the care of patients with medical emergencies.   | DPC, FS                       | FE, ITE                  |
| 2. | Develop real-time strategies for filling knowledge gaps that will benefit patients with medical emergencies.   | DPC, FS, DL                   | FE, ITE                  |
| 3. | Commitment to professional scholarship, including systematic and critical perusal of relevant print and electronic literature, with emphases on integration of basic | DPC, DL                       | FE, ITE                  |

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|  | science with clinical medicine, and evaluation of information in light of the principles of evidence-based medicine |  |  |
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**F. Systems-Based Practice**

|    | <b>Educational Goals</b>   | <b>Educational Activities</b> | <b>Evaluation Tools</b> |
|----|--|-------------------------------|-------------------------|
| 1. | Understand and utilize the multidisciplinary resources necessary to care optimally for patients in the Emergency Room.   | DPC, FS                       | FE                      |
| 2. | Collaborate with other members of the health care team to assure comprehensive care for patients in the Emergency Room.  | DPC, FS, DL                   | FE                      |
| 3. | Facilitate the safe and timely transfer of admitted patients from the Emergency Room to the appropriate inpatient setting.                                     | DPC, FS, DL                   | FE                      |
| 4. | Use evidence-based, cost-conscious strategies in the care of patients with medical emergencies.  | DPC, FS, DL                   | FE                      |
| 5. | Effective collaboration with other members of the health care team, including residents at all levels, nurses, emergency medical personnel, and social worker. | DPC, FS,DL                    | FE                      |