

### Course Leadership

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### Course Description & Learning Objectives (and relationship to Medical Student Competencies)

*Course Description:*

The Emergency Medicine Clerkship is a required four-week clinical rotation for Branch students at the University of Michigan. The purpose of this clerkship is to expose each student to basic principles of Emergency Medicine, including triage, resuscitation and evaluation of undifferentiated patients, both adults and pediatrics. In addition, students will attend didactic teaching sessions which will present core concepts of emergency medicine and allow them to develop a knowledge base which will be reinforced through their clinical experiences.

Course Objectives	Comp
<b>1. Knowledge:</b>	
<ul style="list-style-type: none"> <li>Recognize life-threatening and common emergent conditions seen in the emergency department patient.</li> </ul>	PC-hp
<ul style="list-style-type: none"> <li>Explain how factors such as age and pre-existing conditions affect the response to and management of acute injury and illness.</li> </ul>	PC-mp
<ul style="list-style-type: none"> <li>Identify the different and critical roles played by allied health personnel in the Emergency Department and how these individuals interact to provide cohesive patient care.</li> </ul>	LTI-cc
<b>2. Skills:</b>	
Communication Skills	
<ul style="list-style-type: none"> <li>Demonstrate effective and compassionate interactions with patients and families as well as with health care team members in both verbal and written media.</li> </ul>	C-ch
<ul style="list-style-type: none"> <li>Apply appropriate and effective communication with consultants in the management of acute injury and illness.</li> </ul>	C-ch
History Taking and Physical Examination:	

<ul style="list-style-type: none"> <li>Demonstrate skill in performing problem-focused histories and physicals examination in the undifferentiated ED patient.</li> </ul>	PC-hp
<ul style="list-style-type: none"> <li>Modify a history and physical examination based on the needs of the clinical situation and patient characteristics</li> </ul>	PC-cr
Clinical Decision Making:	
<ul style="list-style-type: none"> <li>Recognize critical medical conditions and implement initial resuscitation measures including basic airway management and volume resuscitation as well as obtain support from experienced medical personnel in a timely fashion.</li> </ul>	MK-dm
<ul style="list-style-type: none"> <li>Generate an initial problem-focused differential diagnosis and management plan for the ED patient with attention to potential life-threatening conditions in the undifferentiated patient.</li> </ul>	MK-dm
<ul style="list-style-type: none"> <li>Recognize and acknowledge ethical issues and questions.</li> </ul>	PR-ci
Procedural Skills	
<ul style="list-style-type: none"> <li>Perform basic ED specific skills such as basic airway management, wound care, vascular access, and assessment of the traumatized patient.</li> </ul>	PC-ds
Self-Education	
<ul style="list-style-type: none"> <li>Recognize knowledge deficits and learning needs through reflective self-assessment and develop and implement a plan to remediate knowledge deficits and well as develop critical thinking and problem-solving skills.</li> </ul>	PBLI-sl
<b>Professionalism: The student will be expected to</b>	
<ul style="list-style-type: none"> <li>Demonstrate compassion, empathy and respect toward patients and families, including respect for the patient's modesty, privacy and confidentiality.</li> </ul>	PR-cd
<ul style="list-style-type: none"> <li>Utilize communication skills with patients and families that convey respect, integrity, flexibility, sensitivity and compassion.</li> </ul>	C-pf
<ul style="list-style-type: none"> <li>Convey respect for patient and family attitudes, behaviors and lifestyles paying particular attention to cultural, ethnic and socioeconomic influences on a patient's presentation and healthcare needs.</li> </ul>	C-pf
<ul style="list-style-type: none"> <li>Function as an effective member of a healthcare team, demonstrating collegiality and respect for all members of the healthcare team.</li> </ul>	LTI-it
<ul style="list-style-type: none"> <li>Independently seek out and implement feedback in order to improve one's clinical performance as well as respond in a mature manner when provided with feedback.</li> </ul>	PBLI-sl
<ul style="list-style-type: none"> <li>Attend to clerkship administrative requirements and requests in a timely and thorough manner.</li> </ul>	PR-ra

## Course Requirements, Assessments and Grading

Listed below are the core topics which will be covered during the clerkship. Some of these will be addressed during the didactic teaching sessions but others will be sufficiently common as to be inevitably encountered by the students during your clinical activities. There are handouts related to some of these topics. There are suggested readings for many of these topics.

Altered Mental Status	Intoxication/Overdose
Trauma	Lumbar Puncture
Chest Pain	Wound Care
Dyspnea	IV
Abdominal Pain	

## Course Structure

Students will learn the fundamentals of emergency medicine through a combination of clinical and classroom experiences. In general, students will spend 70% of the clerkship in patient care, 20% in clerkship sessions, and 10% on clerkship assignments. Clerkship sessions include a series of didactics, labs, and simulations on core topics in emergency medicine.

## Grading Policy and Evaluation

1. Clinical performance 70%
2. NBME Clinical Subject Exam 20%
3. Professionalism 10%
4. Miscellaneous requirements
  - a. Participation in educational sessions
  - b. Mid-Clerkship Feedback Form/Direct Observation Checklist
  - c. Documentation of patient encounters/core conditions
  - d. Ethics paragraph and discussion

## Course & Program Evaluation Plan (how will the course be evaluated?)

- Clerkship evaluations by students
- Annual clerkship director and student SWOT reports
- Annual Review by CTOC
- End of year clerkship comparison report
- AAMC GQ report
- UMMS clinical skills report and CCA4 results- reviewed by clerkship director annually
- USMLE Step 1, 2 CK, 2 CS & NBME Clinical Subject Exam national averages
- Timeliness of grading and formative feedback (reviewed quarterly)