

## LEARNING OBJECTIVES: EMERGENCY MEDICINE MEDICAL SIMULATION ELECTIVE

Overarching Goals	Learning Objectives: By the end of the rotation, students will be expected to:	Where/how taught <i>(location or learning activity)</i>	Taught by <i>(attending, fellows, etc.)</i>	How student's achievement of objective is assessed <i>(assessment method)</i>	How feedback is given <i>(feedback method)</i>	Quantity target <i>(target number of patients/ events during rotation)</i>
1, 2, 3, 4, 5, 6, 7	<p>1. <b>History skills:</b> Gather the important information that is needed for a history in relation to the patient's chief complaint.</p> <ul style="list-style-type: none"> <li>a. The student should name all the routine questions that are involved in taking a history of the specific condition or organ system and understand why they are being asked within a simulation case.</li> <li>b. The student will give clear, concise oral presentations to a consultant for each simulation case.</li> <li>c. The student will write a simulation case with a thorough description of the history pertinent for the patient's given chief complaint/problem.</li> </ul>	High-fidelity mannequin simulation case; simulation case writing	Simulation faculty and fellow.	Observation	Post-case debriefing; longitudinal feedback on simulation case creation	To be determined by director.
1, 2, 3, 4, 5, 7	<p>2. <b>Physical examination skills:</b> Complete a pertinent physical examination for the evaluation of medical conditions pertinent to the patient's chief complaint and history. The student should demonstrate the ability to perform this pertinent physical examination while being observed by simulation faculty.</p> <ul style="list-style-type: none"> <li>a. The student should understand which parts of the physical exam are pertinent to perform and what physical exam maneuvers are warranted for a given chief complaint.</li> <li>b. Student should be able to identify abnormal physical exam findings and understand their diagnostic and physiologic significance.</li> <li>c. Student should be able to identify abnormal vital signs and their diagnostic and physiologic significance.</li> <li>d. The student will write a simulation case with a complete description of pertinent positive and negative physical exam findings for the patient's given chief complaint/problem.</li> </ul>	High-fidelity mannequin simulation case; simulation case writing	Simulation faculty and fellow.	Observation	Post-case debriefing; longitudinal feedback on simulation case creation	To be determined by director.

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1, 2, 3, 4, 5, 6, 7, 8	<p>3. <b>Knowledge/diagnostic and treatment skills:</b> Know about common conditions related to the patient's chief complaint.</p> <ol style="list-style-type: none"> <li>a. Know the 3 most likely causes of the chief complaint for each case and the mechanism for each.</li> <li>b. Name laboratory and diagnostic imaging tests used to evaluate the presenting complaint and select them appropriately for each case.</li> <li>c. Describe the first line therapy for each of these conditions.</li> <li>d. The student will use evidence-based medicine resources to write a simulation case demonstrating understanding of the differential diagnosis for the given chief complaint, the utility of specific laboratory and diagnostic imaging tests to rule in or out various disease processes, and the steps needed to manage the underlying condition.</li> </ol>	High-fidelity mannequin simulation case; simulation case writing	Simulation faculty and fellow.	Observation	Post-case debriefing; feedback by a consultant during a case; longitudinal feedback on simulation case creation	To be determined by director.
4	<p>4. <b>Procedural skills:</b> Perform at least 1 procedure in the simulation center that is pertinent for the student's specialty of choice.</p> <ol style="list-style-type: none"> <li>a. The student should know the key indications for the procedure.</li> <li>b. The student should be observed and get feedback on the performance of the procedure on at least one occasion.</li> </ol>	Simulation center	Simulation faculty and fellow.	Observation	Real-time during session	To be determined by director.
4, 5, 6	<p>5. <b>Attitude:</b> Demonstrate professional responsibility in responding to patients and families in simulated cases, medical students participating in simulated cases, and in working as a team member with other members of simulation center.</p> <ol style="list-style-type: none"> <li>a. The student should exhibit sensitivity to the particular cultural and psychosocial issues faced by simulated patients and their families.</li> </ol>	Simulation center	Simulation faculty and fellow.	Observation	Real-time during session or after a simulation activity	To be determined by director.

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	<ul style="list-style-type: none"> <li>b. The student should exhibit sensitivity and a kind, non-judgmental attitude to other medical students and residents participating in simulation cases.</li> <li>c. The student should exhibit honesty, accuracy and integrity in all interactions with other medical students, simulated patients and their families, simulation faculty, residents and others.</li> </ul>					
5, 6, 8	<ul style="list-style-type: none"> <li>6. <b>Career/context:</b> Know the training/career pathway for medical simulation/medical education.               <ul style="list-style-type: none"> <li>a. Know 3 aspects of career satisfaction in this specialty.</li> <li>b. Know key roles that the specialty plays in the health care system.</li> </ul> </li> </ul>	Simulation center	Simulation faculty and fellow	N/A	N/A	N/A