

LEARNING OBJECTIVES: SI COMBINED EMERGENCY MEDICINE/ULTRASOUND SUBINTERNSHIP

| Overarching Goals | Elective 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 | <p>1. History skills: Gather the important information that is needed for the Emergency Medicine history and complete a history in the medical record</p> <ul style="list-style-type: none"> a. Obtain a focused developmentally appropriate biomedical and psychosocial story of the patients' illness in the acute care setting. Know the pertinent history necessary to obtain for acute chest pain, acute abdominal pain, acute shortness of breath, and altered mental status. b. Gather the important information that is needed for the history of why the patient is getting a point of care ultrasound. | Emergency Department | Attendings, Residents | Observation | Post-shift feedback from supervising physician, MedHub evaluations. | |
| 1, 2, 3, 4, 5 | <p>2. Physical examination skills:</p> <ul style="list-style-type: none"> a. Perform a physical exam that is focused on the patients' acute problem and that examines patients in such a way as to minimize their discomfort and embarrassment. | Emergency Department | Attendings, Residents | Observation | Post-shift feedback from supervising physician, MedHub evaluations. | |
| 1, 2, 3, 4, 5, 6, 7, 8 | <p>3. Knowledge/diagnostic and treatment skills:</p> <ul style="list-style-type: none"> a. Organize information gathered from the interview, physical examination, and diagnostic tests and formulate reasonable hypotheses and differential diagnosis appropriate to the acute care setting; formulate management strategies which are consistent with the acuity of the illness as well patient's interests, needs, and preferences; present clinical information, both in the verbal and written format, in a concise and coherent manner; formulate safe and appropriate dispositions for a wide range in clinical conditions germane to the practice of Emergency Medicine; and become competent/parsimonious in the utilization of professional consultations in the acute care setting; this requires an understanding of which | Emergency Department; Weekly ultrasound review at offices of department of Emergency Medicine | Attendings, Residents | Observation; | Post-shift feedback from supervising physician, MedHub evaluations. | |

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| | <p>clinical situations demand consultations as well as the ability to present the case to the consulting service.</p> <p>b. Know about conditions for which POC US is helpful.</p> | | | | | |
| 4 | <p>4. Procedural skills:</p> <p>a. Perform basic emergency medicine procedures including incision and drainage, arterial blood gas, IV placement and lumbar puncture, and interpret diagnostic tests germane to the acute care setting including but not limited to electrocardiogram, chest radiograph and arterial blood gas.</p> <p>b. Perform 50 bedside point-of-care ultrasounds on ED patients. Perform 5-10 ultrasound guided procedures (vascular access, paracentesis, thoracentesis, arthrocentesis)</p> | Emergency Department | Attendings, Residents | Observation | Post-shift feedback from supervising physician, MedHub evaluations. | |
| 4, 5, 6 | <p>5. Attitude: Able to utilize a range of communication and interpersonal skills to respond to the patient's concerns and needs and establish a trusting relationship, and inform, educate, and enlist the patient to participate in his or her health care decision.</p> | Emergency Department | Attendings, Residents | Observation | Post-shift feedback from supervising physician, MedHub evaluations. | |
| 5, 6, 8 | <p>6. Career/context: Know the training/career pathway for Emergency Medicine.</p> | Emergency Department; departmental didactics | Attendings, Residents | n/a | n/a | |