Course Availability for SY 2015-2016: 4 Weeks

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<tr>
<th>Block 1</th>
<th>Block 2</th>
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<td>July 6 -</td>
<td>Aug 3 -</td>
<td>Aug 31 -</td>
<td>Sep 28 -</td>
<td>Oct 26 -</td>
<td>Nov 23 -</td>
<td>Dec 18 -</td>
<td>Jan 11 -</td>
<td>Feb 8 -</td>
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<td>Aug 2</td>
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<td>Sep 27</td>
<td>Oct 25</td>
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(Preference for Block 1 and 2 will be given to students who participated in M3 Emergency Medicine elective and are interested in pursuing emergency medicine as career)

Course Goal(s)

To introduce medical students to the discipline of Emergency Medicine. This will include primary exposure to the broad spectrum of acute care, medical/surgical emergencies as well as the resuscitation of critically ill patients.

Educational Objectives

Patient Care: Students are given primary responsibility for patient care (of noncritical patients), under direct faculty supervision. They will learn to function independently and will be the primary care givers for their patients. This will foster the students’ ability to think critically, assess their knowledge and procedural skills, as well as allow them to make clinical decisions affecting patient care.

Learning Objectives:
- Understand and demonstrate effective care of the emergency medicine patient including performance of an accurate H&P and development of an appropriate evaluation and treatment plan.
- Demonstrate proficiency of common ED procedures and describe the associated indications, contraindications, and complications.

Medical Knowledge: Students are expected to develop a differential diagnosis that is prioritized on potential life-threatening conditions and likelihood of disease. Students will demonstrate knowledge of basic diagnostic modalities as well as interpretation of laboratory and radiographic results. Most importantly, students will cultivate an appreciation of the risk stratification for selected conditions.

Learning Objectives:
- Understand and apply appropriate knowledge of Emergency Medicine to patient care.
- Demonstrate the ability to obtain important information and data for an undifferentiated patient and develop a hierarchy of differential diagnoses with emphasis on worst-case diagnosis.

**Practice-based Learning and Improvement:** Students will improve their practice of medicine through systematically evaluating patient care and population features; teaching other students and health care professionals; and applying knowledge gained from a systematic evaluation of the medical literature, including outcomes, study design and statistical methodology.

**Learning Objectives:**
- Demonstrate effective use of available information technology to optimize patient care, patient management problems and improve their knowledge base.

**Interpersonal and Communication Skills:** Students will learn that effective communication with patients and other members of the health care team is essential for optimal patient care. Students must be proficient in interpersonal and communication skills that result in effective information exchange and interaction with patients, family members, other medical providers, as well as other members of the health care team.

**Learning Objectives:**
- Demonstrate humanistic qualities appropriate for a physician-in-training and work as a member of the health care team.
- Demonstrate the ability to effectively present a patient encounter in a complete, concise, and orderly fashion.
- Provide accurate and organized documentation in the medical record when appropriate.

**Professionalism:** Students will learn professionalism is a virtue and not simply an expected set of behaviors. Students will learn to reflect on their professionalism during their clinical rotation.

**Learning Objectives:**
- Demonstrate professionalism at all times including sensitivity to cultural issues.
- Demonstrate a good work ethic including being on time, taking responsibility for patient care, reevaluation, and disposition.
- Demonstrate ethical medical decision-making

**System-based Practice:** Students will learn how EM relates to other specialties, at risk patients and society at large. They will gain a better appreciation EM’s role in the health care system. Including consideration of the cost of medical care, allocation of health care resources, assisting patients in navigating the complexities of the healthcare system (e.g. as assuring appropriate follow-up, advocating for patient care) and how to partner with other providers to assess, coordinate, and improve patient care.

**Learning Objectives:**
- Make clinical care decisions that apply knowledge of the role of the ED in the hospital and greater community including understanding access to care, appropriate consultations and referrals for follow-up care.

**Course Readings**
**Course Activities/Experience**

1. Students will spend a one-month clinical rotation in the ECU/Viant Medical Center Department of Emergency Medicine. They will have primary responsibility of evaluating and caring for ED patients under the supervision of an ECU Emergency Medicine Physician or a Senior ECU Emergency Medicine Resident.
2. Students will participate in weekly resident conferences as well as simulated patient encounters in the ECU simulation lab.
3. Students will have the opportunity to for a ride along experience with Pitt County EMS or Vidant Patient Transport.
4. Students will present one or more evidence based power point presentation(s).
5. Problems/Chief complaints most commonly evaluated by students include: Chest pain, Shortness of breath, Abdominal Pain, Pediatric Fever, Trauma, Shock, Altered Mental Status, GI Bleeding, Headache, Seizure, Basic Toxicology, Burns, and Orthopedic Emergencies

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<th>On Call Requirements</th>
<th>Student Performance &amp; Assessment</th>
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<tr>
<td>Clinical Performance, Evidence-Based Medicine Presentation, Participation/Professionalism, Procedures and Case Log, and Written Examination Score</td>
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<td>Orientation is held on the first day of the rotation and is required prior to working in the emergency department. No excused absences apply to the orientation day. Students may obtain permission from the course director to attend an orientation session no earlier than one month prior to their scheduled rotation. All required clinical activities and course work need to be completed by the end of the rotation. In addition, students are required attend all scheduled Emergency Medicine conferences and Student Simulation Sessions. Any excused absences from conferences or simulation sessions are to be arranged with the course director in advance and will require make up of any material covered in that session.</td>
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***Any unexcused absence from a shift, lecture or simulation session, will affect the student’s final grade. In addition the event will be referred to the 4th year promotions committee for review as unprofessional behavior.***

***Students who have limited availability due to residency interviews or other personal commitments should schedule this rotation outside of that time frame.***

No extended rotations will be allowed for interviews or other foreseeable personal issues. Students will neither be allowed to start their clinical shifts prior to their scheduled block, nor be permitted to complete their shifts after the last weekend of their scheduled block.