



The Florida State University
College of Medicine

BCC 7180

Emergency Medicine Clerkship

2013 - 2014

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Instructors

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Clerkship Directors

Campus	Director
Fort Pierce	Dudley Teel, M.D.
Daytona	Peter Springer, M.D., FACEP
Orlando	Paula Mueller, M.D.
Pensacola	Mark Stavros, M.D., FACEP
Sarasota	Sara Temple, M.D.
Tallahassee	Javier Escobar, M.D., FACEP

Course Overview

Description

Course Goals

Goals: One of the principal goals of this clerkship is to introduce students to the role that Emergency Medicine plays in the management of acute disease. The Emergency Department provides an opportunity for significant clinical exposure and learning of many skills. Such skills include appropriately directed patient history and physical exams, differential diagnoses, medical decision making, and acquisition of procedural skills. In the ED, there will be exposure to a broad base of undifferentiated patients with a wide variety of personal, social, and cultural issues that influence patient care. This environment places a premium on physical exam skills and diagnostic reasoning, emphasizing the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency. Students will also be taught to appreciate the dynamic state of emergency medicine knowledge, the necessity for maintaining clinical competency and the means to do it.

Format

The Clerkship will be offered in the Emergency Departments of affiliated hospitals at the Daytona, Fort Pierce, Orlando, Pensacola, Sarasota and Tallahassee campuses. The students will work in the Emergency Department for a total of 128 hours/month, which is the equivalent of four eight-hour days/week. An additional day is reserved each week that has been specifically designated as an independent study day, in order for the student to complete the assignments. This designated reading day is an integral part of the curriculum.

Each student will work with one or more Clerkship Faculty during the rotation. Shifts will be 8 to 12 hours in length, and will normally include at least 3 night shifts, 4 weekend shifts, with the remainder comprising day and evening shifts.

The specific schedule will be determined by the assigned Clerkship Faculty, and will be communicated to the student with sufficient time to arrange personal affairs.

Competencies-Objectives-Assessment

Emergency Medicine Competencies:

Patient Care:

Under direct faculty supervision, students should be to perform the following:

1. Obtain an accurate problem-focused history and physical examination.
2. Recognize immediate life-threatening conditions.
3. Patient management skills:
 - a. Develop an evaluation and treatment plan;
 - b. Monitor the response to therapeutic interventions;
 - c. Develop appropriate disposition and follow-up plans;
 - d. Successfully perform a peripheral IV.
4. Health promotion:
 - a. Educate patients on safety and provide anticipatory guidance as necessary related to the patient's chief complaint.
 - b. Educate patients to ensure comprehension of discharge plan.

Medical Knowledge:

Students should be able to:

1. Develop a differential diagnosis when evaluating an undifferentiated patient:
 - a. Prioritize likelihood of diagnoses based on patient presentation and acuity;
 - b. List the worst-case diagnoses.
2. Create a diagnostic plan based on differential diagnoses.
3. Develop a management plan for the patient with both an undifferentiated complaint and a specific disease process.

Practice-based Learning and Improvement:

Students should be able to demonstrate:

1. Effectively use available information technology, including medical record retrieval systems and other educational resources, to optimize patient care and improve their knowledge base.
2. Appreciate the interdisciplinary approach to the acute trauma or emergent patient.
3. Provide accurate and organized documentation in the medical record when appropriate.

Interpersonal and Communication Skills:

Students should demonstrate:

1. Humanistic qualities:
 - a. Effectively communicate with patients, family members, and other members of the health care team;
 - b. Demonstrate a compassionate and nonjudgmental approach when caring for patients.
2. Presentation skills:
 - a. Present cases in a complete, concise, and organized fashion;
 - b. Effectively communicate with consultants and admitting services.

Professionalism:

Students should demonstrate:

1. A solid positive work ethic:
 - a. Be conscientious, on time, and responsible;
 - b. Exhibit honesty and integrity in patient care.

2. Practice ethical decision-making.
3. Professional behavior:
 - a. Exercise accountability;
 - b. Maintain a professional appearance;
 - c. Be sensitive to cultural issues (age, sex, culture, disability, etc.);
 - d. Work in a collegial manner with other members of the health care team.

Systems-based Practice:

1. Recognize when patients should be appropriately referred to the emergency department (ED).
2. Recognize the importance of arranging appropriate follow-up plans for patients being discharged from the ED.
3. Recognize the role of EM in the community, including access to care and its impact on patient care.
4. Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies.

To achieve the competencies:

Students will encounter patients with many different types of problems in each Emergency Department. The figures in parentheses represent the minimal numbers of patients seen to achieve the competencies.

- a. Surgical Emergencies: including ocular, dental, otolaryngologic, general surgical, vascular, orthopedic, urologic, neurosurgical, obstetrical, and gynecologic (20)
- b. Traumatic Emergencies: including general principles, specific structural and organ injuries, and multi-trauma (5)
- c. Medical Emergencies: including cardiovascular, pulmonary, gastrointestinal, renal, infectious, neurologic, hematologic, allergic, and psychiatric. (20)
- d. Pediatric Emergencies: including traumatic, medical, and surgical (10)
- e. Toxicologic Emergencies: including overdose, poisoning, and substance abuse (5)
- f. Environmental Emergencies: including bites and envenomations, burns, electrical, and temperature-related injuries (3)

Students who have difficulty seeing the minimum number of patients within any of these categories should notify their Clerkship Director with sufficient time to enable remedial action to be taken. For explicit instructions on how to enter patient encounter data using E*Value, click [here](#).

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to

enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building, G146

Phone: (850) 645-8256 Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability>

Academic Honor Code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University [Academic Honor Policy](#))

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See page 30 of [FSUCOM Student Handbook](#) details of attendance policy, notice of absences and remediation.

Library Policy

The [COM Charlotte Edwards Maguire Medical Library](#) is primarily a digital library that is available 24/7 through secure Internet access. Library resources that support this course are available under "Course Pages" on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

Required Materials

Required Lectures

The Orlando Emergency Medicine Lecture Series is used in this course. Eight presentations have been chosen, and students are responsible for reviewing 2 lectures each week of the rotation, according to the following schedule. The required lectures can be viewed on Blackboard in the Emergency Medicine Clerkship 2013-2014 Course Website, under Course Content:

- Week One: Abdominal Pain, Chest Pain
- Week Two: Altered Mental Status, Shortness of Breath

- Week Three: Toxicology, Trauma
- Week Four: Airway Management, Febrile Infants & Children

Required Reading

All the required and suggested reading material (except the USMLE Road Map Emergency Medicine) listed below is available via the Emergency Medicine course page on the med library web site: <http://med.fsu.edu/index.cfm?fuseaction=library.courseViewer&courseID=3>. If faculty/students are accessing them from off-campus, EZProxy (red button near the top right of that web page) must be used.

1. Go to www.cdemcurriculum.org and read all of the subjects under the drop down boxes at the top of the page under "The Approach to" and "Specific Diseases". The creators of the NBME Emergency medicine shelf exam also created this website and the readings under these two sections.

At that site there is a link to saemtests.org. If you would like to take the practice tests that they offer, please contact your clerkship director so they can obtain an access code for you.

2. **USMLE Road Map Emergency Medicine, 1st edition**, Scott C Sherman, MD and Joseph M Weber, MD, Lange Medical Books/McGraw-Hill, USA, 2008. This text gives a good overall foundation of Emergency Medicine, but is certainly not all inclusive.

Suggested Materials

1. **Clinical Procedures in Emergency Medicine, 5th edition**, James Roberts, MD and Jerris Hedges, MD Copyright © 2009 Saunders
2. **Harwood-Nuss' Clinical Practice of Emergency Medicine, 5th Edition**, edited by Allan B. Wolfson, Lippincott Williams and Wilkins, Philadelphia, Pennsylvania, 2010.
3. **Rosen's Emergency Medicine-Concepts and Clinical Practice**, 7th edition, edited by Peter Rosen, Mosby, St. Louis, Missouri, 2009
4. **Tintinalli's Emergency Medicine: A Comprehensive Study Guide**, 6th edition, edited by Judith Tintinalli, MD, et al, The McGraw-Hill Companies, Inc., New York, 2004.
5. **Acute Emergencies and Critical Care of the Geriatric Patient**, edited by Thomas Yoshikawa and Dean Norman, Decker, New York, 2000.
 - Relevance of Aging Issues in the Emergency Department Pages 001 - 010
 - Drug Dosage in the Critically Ill Pages 031 - 048
 - Acute Vision Impairment Pages 399 - 434
 - Hypothermia and Hyperthermia Pages 435 - 450
 - Diagnosis and Treatment of Abuse and Neglect Pages 451 - 460

Grading

The [2013-2014 Grading Policy](#) for all Clerkships are standardized and can be found [here](#).