

Rotation Name: Emergency Medicine - for Internal Medicine Residents

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Goal:

The purpose of this educational unit is to expose internal medicine residents to a wide array of acute medical presentations in the emergency department, and for them to provide first line clinical care to these patients under the supervision of emergency medicine faculty. The goal is to prepare residents to triage, evaluate, diagnose, and treat patient with acute illness unsupervised.

Objectives:

By the end of this educational block, internal medicine residents in this rotation will be able to:

Patient Care

- Obtain a history that is complete for the presenting complaint
- Perform the elements of the physical exam required by the chief complaint
- Can distinguish "sick from not sick"
- Recognize when a patient requires escalation of care

Medical Knowledge

Interpersonal and Communication Skills

- Present the patient data in a complete yet succinct verbal presentation to attending

Professionalism

- Demonstrate professional and respectful behavior with nursing staff
- Demonstrate willingness to see a fair share of patients in the ED
- Demonstrate professional and respectful behavior when calling inpatient teams during patient transitions

Systems based practice

- Provide appropriate handover information to an accepting inpatient team member

Practice-based learning and improvement

- Ask for help when needed

Educational Strategies:

| Educational Strategy | Skills (taught and/or assessed) |
|-----------------------------------|---|
| Direct Observation at the bedside | Obtain a history that is complete for the presenting complaint Perform the elements of the physical exam required by the chief complaint |

| | |
|------------------------------|---|
| | <p>Can distinguish "sick from not sick"</p> <p>Recognize when a patient requires escalation of care</p> <p>Clinical Reasoning</p> |
| Didactic lecture | <p>Reading EKGs</p> <p>Interpreting acid base disorders</p> |
| Demonstration at the bedside | <p>POCUS skills</p> |
| | |

Required Reading:

(references)

Suggested Reading and/or Resources:

(references, books, website, etc)

Evaluation:

(Ideally, the evaluation items below resemble the learning objectives above)

Assessment Form:

1. Please identify 3 skills you observed the resident do well? (Text Box)
2. Please identify 3 skills the resident needs to improve or should do differently. How should they do it differently? (Text Box)

(Ideally, limit to 8-10 skills that you ask your faculty to assess)

For the remaining items, please rate 1-5 (or did not observe):

1 = cannot do this skill

2 = can do this skill only with direct supervision (some needs to be there to supervise)

3 = can do this skill with indirect supervision (an attending or fellow is close by or available by phone)

4 = can do this skill unsupervised (they are ready to graduate for this skill)

5 = has achieved mastery of this skill (They can teach others how to do this skill well)

| | | Milestones-2.0 | | | | | |
|----|--|----------------|----|------|-----|------|-----|
| | | PC | MK | PBLI | ICS | PROF | SPB |
| 3 | Obtain a history that is complete for the presenting complaint | 1 | | | | | |
| 4 | Perform the elements of the physical exam required by the chief complaint | 2 | | | | | |
| 5 | Present the patient data in a complete yet succinct verbal presentation to attending | | 2 | | 2 | | |
| 6 | Demonstrate professional and respectful behavior with nursing staff | | | | | 1 | |
| 7 | Can distinguish "sick from not sick" | 3,4 | 2 | | | | |
| 8 | Ask for help when needed | | | 2 | | 2,3 | |
| 9 | Recognize when a patient requires escalation of care | 3,4 | 2 | | | | |
| 10 | Demonstrate willingness to see a fair share of patients in the ED | | | | | 2,3 | |
| 11 | Demonstrate professional and respectful behavior when calling inpatient teams during patient transitions | | | | 2 | 1 | |
| 12 | Provide appropriate handover information to an accepting inpatient team member | 5 | 2 | | 2 | | |