**Emergency Medicine Rotation Learning Outcomes:**

Upon completion of the EM Rotation, the clinical year PA student will possess **the knowledge, clinical and technical skills, interpersonal skills, professional behaviors, clinical reasoning and problem-solving abilities** necessary to demonstrate entry-level proficiency through demonstration of the following:

To obtain the following RLO’s, students will participate in the clinical care of adult and elderly patients requiring assessment and management of acute and emergent conditions in the Emergency Department.

1. Obtain an appropriate history for acute and emergent conditions in adult and elderly patients in an emergency medicine setting. (C2)
2. Perform a problem-focused physical exam for acute and emergent conditions in adult and elderly patients in an emergency medicine setting. (C3)
3. Effectively present relevant findings of the history and physical exam to the preceptor in an organized, concise manner. (C7)
4. Order and interpret laboratory and diagnostic studies indicated for the initial evaluation of acute and emergent complaints in an emergency medicine setting. (C4)
5. Generate a definitive diagnosis based upon the history and physical exam findings for adult and elderly patients presenting with acute and emergent conditions. (C6)
6. Develop a treatment plan utilizing pharmacological and non-pharmacological approaches including outpatient follow-up in adult and elderly patients in an emergency medicine setting. (C1)
7. Recognize acute and emergent conditions in patients that require hospital admission for further evaluation. (C1)
8. Accurately document patient encounters in an emergency department setting. (C8)
9. Perform common procedures used in an emergency department (see list below). (C5)
10. Provide effective education to patients upon discharge from the emergency department. (C1, 2)
11. Behave in a professional, respectful and courteous manner in all encounters consistent with the role and responsibility of a Physician Assistant. (C9)
12. Utilize effective communication stills reflective of patient-centered care that displays awareness and sensitivity to diverse patient populations. (C2, 9)

**Instructional Objectives for EM**

**Under appropriate preceptor supervision, by the end of this rotation, the clinical PA student will be able to demonstrate knowledge and competence pertaining to each of the Instructional Objectives (IOs are observable actions or behaviors) listed below in adult and elderly patients of with acute and emergent presentations:**

**History Taking and Physical Exam Skills: The student should be able to demonstrate competency in the following:**

1. Conducting focused and comprehensive interviews based on presenting complaints with efficiency
2. Identifying pertinent historical information
3. Correlating current complaint with presented history and review of systems
4. Performing focused or comprehensive physical examinations
5. Performing physical exam techniques pertinent to the patient’s chief complaint
6. Identifying quickly the patient signs and symptoms that distinguish a significantly ill patient from one with a minor illness

**Developing a differential diagnosis: The student should be able to demonstrate competency in the following:**

1. Presenting to the preceptor the significant history as it relates to possible differential diagnosis
2. Presenting to the preceptor the significant physical exam findings as they relate to possible differential diagnosis
3. Administering basic life support and resuscitation when needed
4. Formulating a differential diagnosis with consideration to the most likely diagnosis, the most common diagnosis, as well as the most severe and/or life threatening diagnosis
5. Prioritizing patient management

**Selecting and Interpreting Laboratory and Diagnostic Studies: The student should be able to demonstrate competency in the following:**

1. Identifying indication for initial and subsequent diagnostic or laboratory studies
2. Identifying pertinent pathophysiology in the urgent and emergent patient, to include shock, fluid imbalance, and cardiopulmonary resuscitation
3. Selecting appropriate common screening tests for medical conditions encountered
4. Selecting appropriate interventions in first hour management of medical emergencies
5. Identifying appropriate procedures in rapid stabilization techniques for critically ill patients
6. Identifying cost effectiveness, benefits, contraindications, sensitivity and specificity, and informed consent for diagnostic studies or procedures.
7. Identifying risks associated with diagnostic studies or procedures to the patient
8. Identifying normal and abnormal laboratory/diagnostic ranges and results for studies
9. Performing the lab and diagnostic studies safely and with appropriate technique
10. Interpreting results of lab and diagnostic studies correctly

**Developing, Documenting, and Executing an Assessment and Plan: Student should be able to demonstrate competency in the following:**

1. Correlating lab and diagnostic data to the differential diagnosis to help select the most likely diagnosis
2. Determining when to transfer a patient to a higher-level facility
3. Applying current EMTALA laws governing transfer and acceptance of a patient
4. Demonstrating basic abilities in chest tube placement, endotracheal intubation, suturing techniques and other procedures as directed
5. Developing pertinent non-pharmacologic management plan including consultation/referral to specialists, community resources, behavioral and/or psychological interventions
6. Applying EBM criteria (i.e. NEXUS Criteria in clearing a c-spine, Ottawa ankle rules, PERC, CURB-65, etc) in the appropriate management of patients
7. Initiating treatment with approval and supervision of preceptor
8. Documenting the patient encounter using site-specific template for problem-focused note, including patient education and follow-up recommendations
9. Delivering and documenting patient counseling and education that is patient-centered, culturally sensitive and inclusive to ensure patient’s understanding of the plan, including:
10. Health prevention such as nutrition, safety, domestic violence screen, and substance use
11. Physical activity and exercise modifications
12. Adjustments to lifestyle changes related to ADLs, physical/mental impairment, culture and diverse backgrounds, violence/assault/safety, rehabilitative care, palliative care, death and dying
13. Attention to body, soul, and spirit with consideration of and sensitivity to patient’s religious/spiritual beliefs, health practices, and lifestyle choices

**Developing and Documenting Pharmaceutical Therapeutics and Treatment Modalities: The student should be able to demonstrate competency in the following:**

1. Discussing rationale for utilization of medications used in an emergency department setting including understanding of:
2. Mechanism of action
3. Indications for use
4. Contraindications
5. Side effects
6. Adverse reactions
7. Potential for drug-drug interactions
8. Therapeutic effects
9. Dosing
10. Cost-effectiveness
11. Drug toxicity
12. Identify risks for, and signs and symptoms of drug interactions from polypharmacy
13. Methods to reduce medication errors
14. Cross-reactivity of similar medications
15. Selecting appropriate pharmacologic therapy for medical conditions encountered
16. Reviewing patient’s current pharmacologic regimens and adjusting as appropriate
17. Managing adverse drug reactions
18. Determining appropriate medications and utilizing appropriate resources
19. Documenting orders and prescriptions for treatment medications

**Applying Basic Science Concepts: The student should be able to demonstrate competency in the following:**

1. Identifying normal and abnormal human anatomy and physiology to correlate how it applies to acute and emergent conditions encountered in an emergency department setting.
2. Correlating pathophysiologic principles to specific disease processes common in Emergency Medicine
3. Correlating abnormal physical exam findings to a given disease process
4. Applying abnormal results of diagnostic tests to a given disease process

**Professionalism: The student should be able to demonstrate competency in the following:**

1. Demonstrating sensitivity to the emotional, social, and ethnic background of patients
2. Demonstrating respect for the privacy and confidentiality of each patient
3. Communicating and interacting professionally with other members of the healthcare team.
4. Identifying limitations and willingness to seek help from supervising preceptors, and referencing appropriate resources.
5. Demonstrating an openness to receiving constructive criticism
6. Initiating independent outside research concerning clinical cases encountered
7. Performing duties with a professional attitude in such areas as attendance, dress code, and demeanor