Emergency Care
Course Goals

Goals

1. Develop knowledge and skills to gather a history and perform a physical exam on a patient presenting with an urgent/emergent complaint.
2. Develop knowledge to provide a prioritized “worst-first” differential diagnosis after gathering history and performing exam on patient presenting with an EC complaint.
3. Recommend appropriate diagnostic tests and interpret results for a presenting patient complaint.
4. Perform effective oral presentations and summaries of a patient presenting to the emergency department.
5. Communicate effectively when transitioning care responsibility to another healthcare provider or when consulting other healthcare specialties.
6. Recognize the critically ill patient requiring immediate care and intervention and immediately seek upper-level assistance.
7. Communicate effectively and empathetically with patients and families.
8. Effectively communicate and participate within an inter-professional team (ED care team).
9. Develop an understanding regarding the limits and range of pre-hospital emergency medical services and roles and responsibilities of emergency medicine technicians and paramedics.
Emergency Care
Clinical Learning Objectives

**Ambulance Shift**

**Patient Care**
1. Demonstrate seeking help of upper level provider if concerns regarding a patient.
2. Demonstrate knowledge of the difference between urgent vs emergent complaint.
3. Demonstrate an understanding of the difference between prehospital care vs ED care.

**Emergency Department Shifts**

**Interpersonal and Communication Skills**
1. Discuss care plan with patients and families.
2. Demonstrate proper introduction of self when entering room.
3. Demonstrate respectfully listening to questions regarding patient care.
4. Present patient complaints, including chief complaint, HPI, PE findings, assessment and plan to resident and attending physician.

**Interprofessional Collaboration**
1. Communicate patient needs to medical team in ED.
2. Communicate patient care plan to nurses, techs, and other providers in ED.

**Patient Care**
1. Demonstrate an understanding of the difference between urgent versus emergent complaint.
2. Demonstrate seeking help of upper level provider if there are concerns regarding a patient.
3. Recognize abnormal vital signs.
4. Discuss the differences in triage in ED vs prehospital care.
5. Demonstrate relaying appropriate information to a new provider.
6. Demonstrate full understanding of full plan for patient care in ED.
7. List reasoning behind tests and how results will help in diagnosis.
9. Proactively pick up patients during clinical shifts.
10. Gather information pertinent to patient’s complaint, including an appropriate history.
11. Perform a physical exam that is pertinent to patient’s complaint.

**Professionalism**
1. Answer questions regarding patient care in a respectful manner.
**Interpersonal and Communication Skills**

1. Present patient complaints, including chief complaint, HPI, PE findings, assessment and plan to resident and attending physician.

**Patient Care**

1. List a prioritized, "worst-first" differential diagnosis.
2. Gather information pertinent to patient's complaint.
3. Demonstrate seeking help of upper level provider if there are concerns regarding a patient.

**Triage/Intake Shift (Optional)**

**Patient Care**

1. Assist the triage/intake provider by obtaining vital signs on patients.
2. Discuss the appropriate triage category for each patient.
Emergency Care
Session Learning Objectives

PBL Case Fever

1. Demonstrate an understanding of the difference between urgent versus emergent complaint.
2. Demonstrate respectfully listening to questions regarding patient care.
3. Demonstrate an understanding of the reasons for needed tests, labs and consults and how they will aid in diagnosis.
4. Present patient complaints, including chief complaint, HPI, PE findings, assessment and plan to resident and attending physician.
5. Discuss the resuscitation of and institute care to a patient in distributive and septic shock.
7. Gather information pertinent to patient's complaint.
8. Recognize the need to engage an interpreter.

PBL Case Trauma

1. Recognize and understand the resuscitation of and institute care to a patient in hypovolemic shock.
2. Recognize the importance and discuss the components of the primary and secondary survey.
3. Demonstrate an understanding of the reasons for needed tests, labs and consults.
4. List reasoning behind tests and how results will help in diagnosis.
5. List a prioritized, "worst-first" differential diagnosis.
6. Demonstrate the ability to obtain vital signs from a patient and recognize abnormalities based on age appropriate values.
7. Recognize the critically ill patient requiring immediate care and intervention and immediately seek assistance.
Simulation

1. Discuss the approach to a patient with altered mental status and the differential diagnosis, including the management of toxicologic emergencies.

2. Practice teamwork and communication skills with other health care professionals in a simulated environment.

3. Determine which type of shock is present in a simulated patient encounter and then initiate appropriate diagnostic and therapeutic treatments.

4. Answer questions regarding patient care in a respectful manner.

5. Perform a primary survey physical examination in a simulated patient encounter.

6. List reasoning behind tests and how results will help in diagnosis.


8. Gather information pertinent to patient's complaint.

9. Practice communication skills with patients and families in a simulated environment.

Teams, Teamwork and Collaborative Care Reflection Paper

1. Reflect on the roles of various members of the interprofessional healthcare team and the scope of their practice.

Toxicology and Altered Mental Status

1. Discuss the approach to a patient with altered mental status and the differential diagnosis, including toxicologic emergencies.

2. List reasoning behind tests and how results will help in diagnosis.