

EC

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 or emergent complaint.
2. Develop knowledge to provide a prioritized differential diagnosis after gathering history and performing exam on patient presenting with an emergent 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.
10. Recommend appropriate management in the form of diagnostic, treatment, and follow-up plans.

EC

Emergency Care

Clinical Learning Objectives

Emergency Department Shifts

Interpersonal and Communication Skills

1. Demonstrate effective verbal and non-verbal communication skills with patients and their families or other individuals involved in their care.
2. Effectively communicate the history and physical examination findings in an oral presentations and in writing comprehensive H&P notes in the electronic health record.
3. Effectively communicate the history and physical examination findings in writing comprehensive H&P notes in the electronic health record.

Interprofessional Collaboration

1. Demonstrate how to communicate effectively and demonstrate mutual respect as team members of an inter-professional health care team.

Patient Care

1. Recognize abnormal vital signs and recognize emergent or urgent patient care situations and seek help in a timely fashion.
2. Recommend appropriate diagnostic tests and treatment plans for this presenting patient complaint.
3. Develop interpreting knowledge and clinical reasoning skills to provide a prioritized differential diagnosis after gathering history and performing a physical examination on patients presenting with an emergent complaint.
4. Develop knowledge and skills to gather a history and perform a physical exam on a patient presenting with an emergent or urgent complaint.
5. Initiate or recommend appropriate stabilization when confronted with emergent or urgent patient care situations.

EC

Emergency Care

Didactic Learning Objectives

Approach to Emergent Patients & the Primary Survey

1. Reliably recognize abnormal vital signs and recognize emergent or urgent patient care situations and seek help in a timely fashion.
2. Initiate or recommend appropriate stabilization when confronted with emergent or urgent patient care situations.
3. Explain the priorities in the evaluation and management of a trauma patient including the primary survey.
4. Develop interpreting knowledge and clinical reasoning skills to provide a prioritized differential diagnosis after gathering history and performing a physical examination on patients presenting with an emergent complaint.
5. Recommend appropriate diagnostic tests and treatment plans for a patient presenting with an emergent complaint.

Approach to the Altered Patient and Toxicology

1. Discuss the differential diagnosis and clinical evaluation of a patient with altered mental status, including patients presenting with acute seizure.
2. Discuss the management of toxicologic emergencies and common toxidromes.
3. Recognize and suggest initial management steps in patients with acute stroke.

Approach to the Emergent Patient with and Acute Musculoskeletal Injuries

1. Recognize clinical presentation of acute bony and musculoskeletal injuries, identify acute bony and musculoskeletal injuries on exam and radiologically, and discuss initial management of care.

Approach to the Emergent Patient with Shock

1. Define shock and discuss the basic science principles associated with this condition.
2. Recognize the clinical presentation, discuss the etiologic grouping (e.g., hypovolemic vs. distributive vs. cardiogenic vs. neurogenic vs. obstructive), and relate shock to hypotension.
3. Discuss initial management of resuscitation and outline the physiologic basis behind ongoing treatment.
4. List an age appropriate differential diagnosis for patients presenting with fever and discuss the indications for a sepsis evaluation.
5. Explain the reasoning behind emergent treatment and on-going management of a patient with serious bacterial illness (e.g., sepsis), with or without septic shock.



Emergency Care Simulation Exercise

1. Reliably recognize abnormal vital signs and recognize emergent or urgent patient care situations and seek help in a timely fashion.
2. Initiate or recommend appropriate stabilization when confronted with emergent or urgent patient care situations.
3. Define shock and discuss the basic science principles associated with this condition.
4. Recognize the clinical presentation, discuss the etiologic grouping (e.g., hypovolemic vs. distributive vs. cardiogenic vs. neurogenic vs. obstructive), and relate shock to hypotension.
5. Discuss initial management of resuscitation and outline the physiologic basis behind ongoing treatment.
6. List an age appropriate differential diagnosis for patients presenting with fever, discuss the indications for a sepsis evaluation.
7. Explain the reasoning behind emergent treatment and on-going management of a patient with serious bacterial illness (e.g., sepsis), with or without septic shock.
8. Discuss the differential diagnosis and clinical evaluation of a patient with altered mental status.
9. Discuss the management of toxicologic emergencies and common toxidromes.
10. Explain the priorities in the evaluation and management of a trauma patient including the primary survey.
11. Demonstrate how to communicate effectively and demonstrate mutual respect as team members of an inter-professional health care team.
12. Effectively communicate the history and physical examination findings in an oral presentations and in writing comprehensive H&P notes in the electronic health record.