

Clinical Competencies Emergency Medicine

Goals: Realm of Competency	Objectives	Teaching Methods	
<p>Medical Knowledge:</p> <p>Demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care</p>	<ul style="list-style-type: none"> • Describe the relevant anatomy, pathophysiology, investigative modalities, and management of acute disorders of body systems. These systems include: <ul style="list-style-type: none"> ○ Acute medical emergencies ○ Trauma patients ○ Abdominal pain ○ Ill infants / children ○ OB/ GYN problems ○ Poisoning / overdoses ○ Epistaxis ○ Acute psychosis ○ Substance abuse ○ Seizures • Interpret data obtained during patient assessment in order to construct a differential diagnosis and arrive at the more common potential etiologies • Develop rational, relevant, practical, and comprehensive management plan including the need for further diagnostic studies • Distinguish the seriously ill patient from the patient with minor illness or injury • Recognize, evaluate and initiate management in all life-threatening conditions • Understand the Baker Act and the Marchman Act and the appropriate use of these • Define advance directive, living will, power of attorney, guardianship, and trusteeship • Explain protocols for reporting sexual assault, rape, child abuse and elder abuse <p><i>See list of common problems in Emergency Medicine</i></p>	<ul style="list-style-type: none"> • Morning Report • Didactic Conferences • Journal Club • Procedure Workshops • Board Review 	<ul style="list-style-type: none"> • • • • •
<p>Patient Care:</p> <p>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health</p>	<ul style="list-style-type: none"> • Balance proper use of investigations and treatment for patients with a social obligation to control health care costs • Develop appropriate documentation skills – written and verbal • Discuss and/or perform the following procedures: <ul style="list-style-type: none"> ○ Laceration repair ○ Regional anesthesia / digital blocks ○ Casting / splinting ○ Reduction of uncomplicated dislocations ○ Removal of foreign bodies ○ Interpretation of diagnostic imaging ○ Gastric lavage ○ Nasal packing / cautery ○ I & D of abscesses ○ Indications for tetanus prophylaxis 	<ul style="list-style-type: none"> • Morning Report • Didactic Programs • EBM Guidelines and Procedural Workshops • Procedural Models • Procedural Credentialing • Bedside teaching 	<ul style="list-style-type: none"> • • • • • •

<p>Interpersonal and Communication Skills:</p> <p>Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients families, and professional associates</p>	<ul style="list-style-type: none"> • Demonstrate willingness to receive and act upon feedback from peers, faculty, other healthcare workers, and patients and their families • Develop communication skills with peers, faculty, consultants, and ancillary personnel necessary to run the emergency department • Communicate directly with attending emergency physicians regarding problems or concerns that may arise regarding medical education and patient care • Demonstrate the ability to convey bad news to patients and their families 	<ul style="list-style-type: none"> • Bedside and Outpatient teaching and modeling • Videos / Movies • Workshops • Medical Spanish classes • Whole Person Care conference
<p>Practice-Based Learning and Improvement:</p> <p>Investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices</p>	<ul style="list-style-type: none"> • Illustrate issues of QA/PI and risk management in the emergency department • Incorporate validated research findings into clinical practice of emergency medicine • Refine and improve the knowledge skills and attitudes of prior training • Appraise various emergency medical texts, including evidence-based evaluations of proposed treatments 	<ul style="list-style-type: none"> • Use of “virtual library” • QA / PI data • Journal Club • EBM workshops • Use of EBM order sets
<p>Systems-Based Practice:</p> <p>Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value</p>	<ul style="list-style-type: none"> • Describe and identify emergency medical services for pre-hospital care within the community • Recognize and respond to those issues where advocacy is important • Discuss the relationships between the emergency room physician and primary care physicians, as well as the consultants. 	<ul style="list-style-type: none"> • Multidisciplinary rounds • Involvement in Discharge planning • Community service (Shepherd’s Hope)
<p>Professionalism:</p> <p>Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</p>	<ul style="list-style-type: none"> • Identify the ethical issues in the clinical practice of emergency medicine • Manifest a commitment to lifelong learning and the desire to improve skills and provide better care • Protect information provided by or about patients by keeping it confidential and divulging it only with the patient’s permission, except when otherwise required by law • Treat all patients with dignity and respect their privacy 	<ul style="list-style-type: none"> • End of Life Care Training (EPEC) • Role Modeling • Cultural Diversity Training

<p>Osteopathic Philosophy and Osteopathic Manipulative Medicine:</p> <p>Integrate Osteopathic Concepts and OMT into the medical care provided to patients as appropriate. Understand and integrate Osteopathic Principles and Philosophy into all clinical and patient care activities</p>	<ul style="list-style-type: none"> • Identify and treat those emergency medical conditions that may be effectively managed by OMT • Understand the indications and contraindications of the use of OMT in the emergency department setting • Correlate osteopathic philosophy into various disease entities • Apply the neuromusculoskeletal basis of homeostasis into the practice of emergency medicine 	<ul style="list-style-type: none"> • Inpatient Credentialing • Weekly Didactic Sessions • Monthly Distance Learning • OMT Clinics • Computer Modules 	<ul style="list-style-type: none"> • • • • •
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Common Problems in Emergency Medicine

Undifferentiated Symptoms

- Shortness of Breath
- Chest Pain
- Shock
- Altered Mental Status
- Headache
- Syncope
- Abdominal Pain
- Fever
- “unwell” patient
- GI Bleeding
- Vaginal Bleeding
- Abnormal Behavior
- Seizure

Respiratory

- Asthma and COPD
- Pulmonary Embolism
- Airway Obstruction
- Pneumothorax
- Pneumonia

Cardiovascular

- Acute Coronary Syndromes
- Congestive Heart Failure
- Cardiac Dysrhythmias
- Hypertensive Emergency
- Aortic Dissection and Aneurysm

Neurological

- Stroke/Transient Ischemic Attack
- Seizure
- Meningitis
- Cerebral Hemorrhage

HEENT

- Corneal Abrasion/Foreign Body
- Epiglottitis
- Epistaxis

Gastrointestinal Disorders

- Gastritis/Peptic Ulcer Disease

- GI Bleed (upper and lower)
- Acute cholecystitis
- Bowel Obstruction
- Appendicitis

Genitourinary Disorders

- UTI
- STD
- Vaginal Bleeding
- Ectopic Pregnancy
- Nephrolithiasis
- Testicular torsion
- Acute Urinary Retention

Musculoskeletal

- Ankle sprain/strain
- Common fractures
- Common dislocations

Trauma

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