

It is the sole responsibility of the student to check AIMS for schedule updates on a daily basis!

**Northeast Ohio Medical University
College of Medicine**

**Emergency Medicine Clerkship, 83007
Course Syllabus
AY 2021-2022**

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COURSE LEADERSHIP

Dr. Rebecca Merrill is the Clinical Experiential Director for the Emergency Medicine Clerkship. She is responsible for ensuring that implementation of the Emergency Medicine Clerkship curriculum is comparable across all teaching sites. She can be reached by email for any student questions or concerns and will be available for face-to-face appointments via teleconference or in person. The Clerkship Site Directors and their institutions are listed below.

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BASIC COURSE INFORMATION

Course Description

The Northeast Ohio Medical University M3 Emergency Medicine Clerkship is a continuous three-week clinical rotation focused on the undifferentiated patient in the acute care setting. This core curriculum is designed to provide all M3 students with an introduction to the basic knowledge, skills and attitudes of emergency medicine that are essential to the fundamental education of all physicians. Students, working with residents and emergency medicine physicians, will encounter a wide range of patients, presenting complaints and levels of acuity. Learning is primarily through direct patient care experience and bedside teaching, supplemented with lectures, directed readings and simulation. The clerkship is designed so ensure that all students, regardless of their intended career path, have a broad exposure to emergency medicine.

Course Enrollment Requirements

Successful completion of M1 and M2 years of study.

Trainings	Screenings	Immunizations
BLS OSHA ACLS HIPAA Responsible Conduct of Research Human Subjects Research	Criminal Background Check Toxicology Screen TB Test	<ul style="list-style-type: none"> • Hepatitis B, MMR, Tdap, Varicella (required upon matriculation) • Influenza vaccination • COVID vaccination strongly encouraged.

Clerkship Structure

- **First Day Reporting**
First day reporting information varies by clinical site. Please see OASIS for first day reporting information.
- **Orientation**
All students are required to watch the orientation videos prior to start of the clerkship. Please refer to the Emergency Medicine folder on CANVAS.
- **Work Hours**
Students will work an average of 45 hours per week for each of the 3 weeks. The schedule will encompass all shifts, including 2 weekend shifts.

Clerkship Resources

Reading during the clerkship should include both textbooks and journal literature. Students should read about specific problems encountered with their own patients, as well as subjects of general importance in emergency medicine. Specific reading assignments from both text and the periodic literature may be required at the discretion of the Clerkship Site Director or other designees. The following texts are required for the Emergency Medicine Clerkship:

- **Clerkship Directors in Emergency Medicine. (2011) [Emergency Medicine Clerkship Primer. A Manual for Medical Students. Lansing, MI: Clerkship Directors in Emergency Medicine.](#) (last accessed June 28, 2021).***
- Marx J.A., Hockengerger, R.S., Walls, R.M. (2014) Rosen’s Emergency Medicine: Concepts and Clinical Practice, 8th ed. Philadelphia, PA: Saunders/Elsevier, Inc.
- Tintinalli, J., Stapczynski J., Ma, O.J., Yealy D., Meckler G, Cline D. (2016) Tintinalli’s Emergency Medicine: A Comprehensive Study Guide, 8th ed. New York: McGraw/Hill.
- Markovchick, V., Pons, P., Bakes, K., Buchanan, J. (2015) Emergency Medicine Secrets, 6th ed. Elsevier.

***Primary reference**

Optional Online Resources

- Council of Emergency Medicine Residency Directors [2018 Medical Student Advising Resource List](#)
- Websites, blogs, podcasts and videocasts
 - Examples include:
 - ALiEM (Bridge to EM)
 - EMcrit (Scott Weingart, MD)
 - emDocs (ultrasound G.E.L.)
 - Life in the Fastlane (EKG) litfl.com
 - R.E.B.E.L EM (Rational Evidence Based Evaluation of Literature in Emergency Medicine)
 - EM basic podcast
 - EM clerkship podcast
 - #FOAMed
 - Core Ultrasound coreultrasound.com/5ms (5 minute sono)
 - Taming the SRU tamingthesru.com

CLERKSHIP OBJECTIVES

Clerkship educational program objectives are consistent across all seven clerkships and are aligned with [NEOMED's College of Medicine Program Objectives](#). Throughout the clerkships, students will continue to learn and refine skills, knowledge, attitudes and professional behavior to move towards demonstrating entrustable behaviors. These competencies form the basis for the Student Performance Evaluation that is used to assess student performance in all clerkships.

Students will:

1. Gather patient information in a hypothesis-directed manner and perform an accurate physical examination for those patients presenting with traumatic injury, acute infections, cardiovascular or respiratory illness.
2. Develop a prioritized differential diagnosis for the undifferentiated and acutely ill patients with recommended diagnostic testing for those patients presenting with injury, mental status changes, respiratory distress, abdominal pain or chest pain.
3. Generate an assessment and management plan and reasoning for the plan based on immediate life threats and whether not the patient is a stable vs non-stable patient.
4. Apply medical knowledge of clinical disorders to patient evaluations, specifically disorders related to trauma injury, stroke, cardiovascular disease and pulmonary disorders.
5. Apply knowledge of evidence-based medicine to answer patient care related questions.
6. Demonstrate empathetic, honest, and bi-directional communication with patients and families.
7. Demonstrate clear, effective, and complete communication with the interprofessional health care team in both written and verbal forms.
8. Display professional behavior and a commitment to ethical principles including respecting patient autonomy and responding to patient needs that supersedes self-interest.
9. Formulate individual learning goals based on personal strengths and limitations, respond appropriately to feedback and seek help when needed.

10. Identify and address potential barriers to communication with patients, families, and colleagues, including linguistic, educational, and cultural diversity, the psychosocial determinants of health, and patient/family preferences.

Clinical Skill Experience Portfolio (CSEP)

The Emergency Medicine Clinical Skills Experience Portfolio (CSEP) is an electronic checklist of clinical experiences developed for the clerkship and designed for students to use to track their progress in developing knowledge and skill in the following areas:

- Diagnoses/Symptoms/Clinical Scenarios
- Physical Examinations
- Procedures/Technical Skills
- Additional Clinical Activities
- Additional Learning Activities

The CSEP list represents the minimum number and type of experiences required in the clerkship. The expectation is that you will participate in a broader array of clinical experiences that become available to you during your rotation. A list of [supplemental or alternative activities](#) is also available in CANVAS in the unlikely event that a student is not exposed to a particular experience. Students are required to review their CSEP with the Clerkship Site Director at both the midpoint and the end of the clerkship to review student progress and completion of items.

M3 Clerkships Clinical Skills Experience Portfolio Content		
Emergency Medicine Clerkship		
Diagnosis		
Abdominal/Pelvic Pain	Chronic Obstructive Pulmonary Disease Exacerbation	Pneumonia
Back Pain	Dizziness/Vertigo/Syncope	Transient Ischemic Attack (TIA)/Stroke
Bleeding	Gastroenteritis	Upper or Lower Extremity Pain
Chest Pain	Headache	
Congestive Heart Failure	Head injury	
Physical Examination		
Abdominal Examination	Extremity Examination	Thoracic Pulmonary Examination
Cardiovascular Examination	Neurologic Examination	
Additional Clinical Activities		
Give an assessment-oriented patient presentation to attending or resident	Review electrocardiogram (EKG) with attending or resident	Write and submit one patient note to clerkship site director
Review chest X-ray with attending or resident	Review musculoskeletal X-ray with attending or resident	
Additional Learning Activities		

Develop and submit personal rotation goals by end of week one	Complete mid-course feedback session with site director	Read required chapters in Emergency Medicine Clerkship Primer (Clerkship Directors in Emergency Medicine 2008) as directed in syllabus and as needed to ensure familiarity with all diagnoses listed under "Diagnosis" section of CSEP
Submit progress on personal goals by end of clerkship	Watch 3 online lecture videos on AIMS (as outlined in syllabus- Principles of Emergency Medicine/Patient Approach, Acute Injury, Disasters)	Actively participate in the care of at least 15 patients

LEARNING ACTIVITIES

Students will have access to lectures, either live or virtual, and the opportunity to participate in case conferences, depending on the clerkship site. Students at all sites are required to attend any lectures, conferences or Grand Rounds listed on their schedule for their site. Each clerkship rotation will be composed of a combination of clinical activity and related materials, didactics, simulation, reading as well as a variety of other activities.

Clinical activity: Students will work an average of 45 hours per week for each of the 3 weeks. The schedule will encompass all shifts, including 2 weekend shifts.

- Simulation: Opportunities to learn through simulation may occur locally, at NEOMED, at ABIA or at any of the NEOMED emergency medicine residencies.
- Didactics: Participation in curricula from both NEOMED emergency medicine residencies and the NEOMED pediatric emergency medicine fellowship is encouraged. Reading: Required as assigned from the Emergency Medicine Clerkship Primer and encouraged from one of the two main emergency medicine textbooks (Rosen or Tintinalli). A good text for student purchase is EM Secrets.
- Additional Activities: Extra activities that involve emergency medicine sub-specialties such as EMS ride-along, hazmat, poison center, hyperbaric or palliative care, are encouraged.

Instructional Methods/Learning Strategies

A variety of learning strategies will be used during the clerkship to help you achieve your goals. Strategies may include but are not limited to:

- Patient encounters in the emergency department
- Small group discussions
- Conferences and lectures
- Workshops
- Core educational lecture videos
- Textbooks
- Simulation

Student Conferences

Clerkship students may meet with the Clerkship Site Director (or designated faculty) to discuss recent patient encounters. These sessions provide structured time for students and a faculty leader to discuss:

- diagnosis and management of acute care problems and patients,
- principles and processes of patient care in emergency medicine,
- care of a patient in the context of his/her family, and
- community health issues and resources.

You are expected to help lead the discussions and share information with your peers. These and other problem-based learning principles will be engaged to aid in the development of lifelong learning skills. You are expected to come to each conference prepared to:

- give a clinical presentation based on a recent patient encounter, including specific information on any use of alternative medicine,
- discuss clinical reasoning, differential diagnoses and decision making related to that patient and symptoms, and
- report on knowledge gained from preparatory research for the discussion.
- You may be given an assignment for the next session.

Tips include picking a topic different from other students, researching your area of interest, and presenting in a creative manner. If you can involve the audience and present practical information, you will keep their attention. Ask questions of your peers when they are presenting and be an active listener.

Student-Specified Individual Learning Goals

The Liaison Committee on Medical Education (LCME), the accrediting body for medical schools, expects that the curriculum provides opportunities for self-directed learning experiences that involve medical students' self-assessment of learning needs and the independent identification, analysis and synthesis of information relative to their learning needs. Therefore, at the beginning of each clerkship rotation, each student will identify 3-5 learning goals, as appropriate. At the end of each clerkship, students will reflect on their attainment of their self-identified goals. Students will submit their goals and a summary of the achievement of those goals via a link on [CANVAS](#), which will provide a cumulative record of their personal learning goals for the entire clerkship year. Students also will be expected to make their site directors aware of their goals so that the clerkship learning experience may be enhanced and/or feedback provided accordingly.

Specifically, students must upload the initial goals for each clerkship by 5:00 p.m., Friday of the first week of each clerkship. At the end of the clerkship, and prior to the final assessment meeting, students must record their progress toward achievement of each goal and prepare to discuss the status with their site director.

Formative and Mid-course Feedback

The Emergency Medicine Clerkship places emphasis on providing students with continuous feedback on their knowledge, skills, and attitudes. Your final grade report form will reflect the feedback provided to you throughout the rotation. Mid-rotation and end-of-rotation communication will be scheduled during the clerkship for you to:

- discuss your performance based on the assessment forms completed by faculty during the week of the rotation and a self-assessment of your performance,
- review clinical progress via your Clinical Skills Experience Portfolio,
- plan activities for the week to match your learning objectives and individual learning goals, and
- address any problems or concerns.

CANVAS and OASIS

The online learning and collaboration system, CANVAS, will be used in M3 to post clerkship educational materials including, but not limited to, course and clerkship syllabi, clerkship materials and core curriculum lecture videos. The web address for CANVAS is: <https://neomed.instructure.com/>. It is the sole responsibility of the student to check for updates daily. Grades, CSEP submittal, and schedules will be accessible through OASIS. The web address for OASIS is <https://neomed.oasisscheduling.com/>. Your Office 365 credentials are used to login to both systems.

COURSE GRADING AND ASSESSMENT

Assignment/ Assessment	Grade Criteria	Type of Feedback	Date Scheduled/Due
Student Performance Evaluation	Behavioral anchors for each rating in each competency and formula for final rating/grade.	Rubric with Narrative Feedback	Feedback is recorded throughout the clerkship via student evaluation forms. The Clinical Grade will be generated at the conclusion of the course by the clerkship site director submitted to for final review and grade assignment to the Clinical Experience Director.
Clinical Skills Experience Portfolio (CSEP)	Satisfactory completion required	Checklist of required activities	Mid-course and end of rotation meeting with Site Director
Practice-Based Learning and Improvement Project (PBLI)	Satisfactory completion required	Checklist of required items	Completion by the last Friday of the course

Final Clerkship Grade Categories

Evaluation of student performance is expressed as one of the following permanent grades: Honors, High Pass, Pass or Fail. Academic Incomplete or Incomplete are temporary grades assigned by the Clerkship Site Director, which indicate work in the course is incomplete. For Emergency Medicine This grade may be the result of excused absences or academic deficiencies identified in a clerkship or NBME assessment. If the Incomplete is not completed within the stated time frame (not to exceed one calendar year), the “Incomplete” will become a Fail grade. Students can view assessment data on OASIS. ***Please refer to [COM Grade Categories Policy](#) for further detail.**

Final Clerkship Grade Category	Clinical Performance Grade	National Board of Medical Examiners (NBME) Grade
Pass (P)	Pass	NBME subject exam not required
Fail (F)	Fail: Below Expectations” rating in four or more individual items on the Student Performance Evaluation Form (SPEF)	NBME subject exam not required
Incomplete (I) or Academic Incomplete (AI)	*Temporary grade indicating that work in the course is incomplete. This grade may be the result of excused absences or academic deficiencies identified.	

Grade Dispute

Grade Dispute guidelines are set forth [in NEOMED’s College of Medicine policy Grade Dispute](#) A Grade Dispute is a formal request to change a Final Grade based on: 1) arithmetic, procedural or clerical error, 2) arbitrariness and capriciousness or 3) prejudice. Only Final Grades may be disputed. If a student disagrees with his/her Final Grade for a clerkship, the student must first discuss the matter with the Clerkship Site Director assigning the grade **within five (5) working days** of posting of the Final Grade Report Form, as well as notify, in writing M3-M4GradeDispute@neomed.edu regarding the intent. Please refer to the policy for additional details on grade disputes.

Course Remediation

Guidelines specified in the *Compass* will be followed. Remediation is a privilege. Students are not guaranteed the opportunity to remediate. Student professionalism, for example, or lack thereof, may be factored into the decision to offer remediation.

“Below Expectations” rating in four or more individual items on the Student Performance Evaluation Form (SPEF):

- Student must repeat clerkship in its entirety including the subject exam. The highest grade for a repeated clerkship is “Pass”.
- Repetition of clerkship will be scheduled by the College of Medicine /and Enrollment Services.
- *Exception: Aggregate professionalism or performance concerns may result in referral to the Committee on Academic and Professional Progress (CAPP) rather than remediation.

CAPP Standards for Unsatisfactory Performance and Academic Action:

Policy	Description	Additional Information
<p><u>Attendance and Time Off Clerkships</u></p>	<p>Attendance guidelines for all sessions are set forth in NEOMED’s policy Attendance at Instructional Sessions</p>	<ul style="list-style-type: none"> • Absences must be discussed your site director and an Absence Notification Form must be submitted to NEOMED after a make-up plan is discussed. • Request to present to present at a professional conference or fulfill a professional obligation should be completed online at least 6 weeks in advance. • Religious Holiday Observation requests should be submitted for the first half of the year by July 1st and by November 1st for those holidays falling after January.
<p><u>Curriculum Contact Hours</u></p>	<p>In compliance with guidelines established by the Liaison Committee on Medical Education (LCME) and in accordance with the NEOMED Curriculum Contact Hours Policy, students will not be required to work longer hours than residents.</p>	
<p><u>Clinical Supervision & Safety</u></p>	<p>Students should be appropriately supervised in learning situations that involve patient care and the activities supervised should be within the scope of practice of the supervising health care professional</p>	<ul style="list-style-type: none"> • Follow OSHA guidelines and appropriate patient safety procedures (handwashing, mask, gloves) as directed by the clinical site. • If you are in doubt, err on the side of caution by taking a chaperone (fellow student, attending, nurse or security).
<p><u>Mistreatment</u></p>	<p>Any issues or concerns regarding the clerkship, house staff, personnel, patient availability, etc., should be addressed to the Clerkship Site Director. Any issues or concerns regarding the course, course faculty and staff, etc., should be addressed to the CED of Associate Dean of Experiential Education.</p>	<ul style="list-style-type: none"> • Issues or concerns should be addressed as quickly as possible to foster early resolution. • Concerns regarding misconduct also may be reported confidentially or anonymously using the Inappropriate Behavior Reporting Form. • Students who feel they have been harassed or discriminated against should discuss the matter with their Associate Dean of Experiential Education, the Director of Student Wellness and Counseling, or the Chief Student Affairs Officer.

<u>Professionalism</u>	NEOMED students sign and are held to the “ Expectations of Student Conduct and Professional Behavior ” and must abide by all student policies contained within <i>The Compass</i> . Failure to do so may result in referral and review by either CAPP or the Student Conduct Council.	<ul style="list-style-type: none"> • Hospitals and their academic departments reserve the right to determine appropriate attire for their sites and may impose additional requirements.
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CAPP standards in the *Compass* are not limited to but include the following for referral to CAPP:

- Aggregate performance and/or professionalism concerns
- Failure of multiple subject exams
- Failure of any remediation
- Failure of a repeated clerkship

COURSE POLICIES & PROCEDURE

Students are responsible for:

- Knowing where they are supposed to be at all times.
- Asking for guidance if unsure (not knowing expectations is not acceptable).
- Performing according to the articulated guidelines – study them, know them and perform.
- Owning their education.
- Defining their learning agenda each day.
- Following all Hospital Institutional Policies as instructed

Students should refer to the NEOMED Policy Portal for a full list of Clerkship Course Policies (<https://www.neomed.edu/policies/>) and the NEOMED Compass, 2021-2022, for further details.

APPENDICIES

Appendix A. Reading List

You are required to read the following chapters, as assigned, from Emergency Medicine Clerkship Primer (Clerkship Directors in Emergency Medicine 2008). All readings should be completed by Wednesday or Monday, as indicated, in the week assigned.

- By Wednesday of Week 1
 - Chapter 1: Introduction to the Specialty of Emergency Medicine
 - Chapter 2: Introduction to the Emergency Medicine Clerkship
 - Chapter 4: Unique Educational Aspects of Emergency Medicine
 - Chapter 5: Differences Between the Emergency Department, the Office, and the Inpatient Setting
 - Chapter 6: Undifferentiated and Differentiated Patients
 - Chapter 7: Performing a Compliant-Directed Physical Examination
 - Chapter 8: Data-Gathering Skills
 - Chapter 9: Developing a Case-Specific Differential Diagnosis
 - Chapter 16: Enhancing Your Oral Presentation Skills
 - Chapter 22: How to Get the Most Out of Your Emergency Medicine Clerkship
 - Chapter 23: Introduction to the Core Competencies

- By Monday of Week 2
 - Chapter 10: Diagnostic Testing in the Emergency Department
 - Chapter 11: Developing Your Plan of Action
 - Chapter 12: Diagnosis: Is It Possible? Is It Necessary?
 - Chapter 13: Disposition of the Emergency Department Patient
 - Chapter 14: Discharge Instructions
 - Chapter 15: Documentation
 - Chapter 20: Procedural Skills

- By Monday of Week 3
 - Chapter 17: Interacting with Consultants and Primary Care Physicians
 - Chapter 18: Patient Satisfaction – Meeting Patients’ Expectations
 - Chapter 19: Providing Anticipatory Guidance