SHIFT ASSIGNMENTS

The ED will provide a safe and supervised environment for student learners. On shift, students will learn through a variety of teaching methods that include real-time formative feedback and direct observation. Faculty members are tasked with helping students refine not only their history and physical examination skills but also their ability to develop a plan that is appropriate for their level of training. Additionally, the clerkship strives to develop and assess SSOM core development goals including (a) medical knowledge (b) interpersonal and communication skills (c) professionalism (d) clinical skills and patient care and (e) lifelong learning.

Students will work 11 eight-hour shifts. This includes 10 clinical shits and 1 interprofessional shift. Shifts are scheduled at various times the day according to the Clerkship Scheduling Policy provided to students. SSOM students are expected to complete a minimum of two overnight shifts, 2 weekend shifts, and 2 VA or Community ED shifts.

Students will independently assess undifferentiated patients and present directly to Emergency Department faculty. At LUMC only, students may be asked to present to a senior EM resident. Clinical responsibilities will reflect that of a first-year resident. Students are asked to apply their medical knowledge base to their examination and assessment of ED patients. Students are also asked to develop and justify appropriate diagnostic and management plans based on these assessments. The successful student will be expected to facilitate plans by calling consultations, updating patients/family, and updating their team as well.

EDUCATIONAL DAYS

During the 4-week rotation, there are 4 required educational dates including a final exam date. Students are also required to complete a 2-hour EM OSCE.

The required educational days will cover a breadth of Emergency Medicine topics. The general goals of these educational days are to help expand the student's Emergency Medicine knowledge base and to make them a better clinician.

Students are provided learning materials pertinent to each of their educational days throughout the clerkship. The clerkship strives to make educational days high-yield and entrusts students with ensuring adequate preparation for each. Students are asked/expected to review the pertinent material asynchronously prior to each of their educational days.

Educational days utilize small groups, simulation, lectures, skills labs, and conferences to teach a variety of topics including cardiac arrest/basic life support skills, intubation skills, point-of-care ultrasonography for the emergency physician, and suturing. Other areas covered include EKG interpretation, quality improvement initiatives, evidence-based medicine, and interprofessional collaboration.

ASYNCHRONOUS MATERIAL

Students are assigned and asked to review asynchronous material outside of their scheduled clinical duties and required educational days. Asynchronous materials include but is not limited to quizzes, modules, and academic research papers which are discussed at Orientation and provided to each rotating student.

FEEDBACK

Each student is required to meet with clerkship staff twice to discuss clinical performance feedback. The first meeting is held approximately midway through the clerkship and offers the student an opportunity to set goals for the second half of the clerkship. The final feedback meeting is held after the final exam and allows students to review overall performance during the clerkship in the context of their personal goals.

FINAL EXAM

SSOM students will take the NBME Emergency Medicine Subject Examination. Visiting students will take the Emergency Departmental Exam. There are several ways that students can organize their study plans to prepare for the final exam. Regardless of which method a student uses, each is encouraged to be conscious stewards of their time and to use the asynchronous material to help in this preparation.