SYLLABUS
CORE 8003 OMSIV Emergency Medicine
4 CREDIT HOURS

Course Director:

Susan Steffans, DO
ssteffans@atsu.edu
(480) 245-6262
Course Description:
The Emergency Medicine fourth year core clerkship is designed to provide the student with an overview of the clinical specialty of Emergency Medicine with an emphasis on the integration of the basic and clinical sciences. The clerkship overall is based upon the clinical presentation curriculum; and is designed to achieve rotation objectives. The student is encouraged to apply concepts of diagnosis and management to the patient presenting to the Emergency Department. Following the American Osteopathic Association's Core Competencies*, students will be provided with a multifaceted view of Emergency Medicine through the incorporation of epidemiology, psychosocial factors, cultural diversity, and resource analysis.

Students will receive exposure to patients in the Emergency Department as appropriate during the course of the fourth year Emergency Medicine clerkship. Patients of all ages will assist the student learning while developing a core knowledge base.

The course goals are to learn the fundamental approach to caring for the patient with urgent or emergent conditions. The student will be required to identify the patient’s problem with a focused history and physical examination, taking into consideration not only the patient’s medical condition, but also the psychosocial aspects of the problem. The student will implement solutions to these problems under the direct supervision of the emergency medicine faculty. The student will also learn to consider unexpected circumstances that arise in the emergency department.

Minimum number of shifts
The student is expected to work a minimum of fourteen 12-hour shifts during the 4 week clerkship. The student is expected to attend all institutional conferences while on clerkship and not scheduled for an Emergency Department shift. Absences are to be handled in the manner noted per SOMA policy.

Clinical Supplemental Reading Assignments:
Designed to supplement contextual learning (patient encounters), you will also find readings, case presentations and other activities that support the management skills for the clinical presentations listed. The course director will provide didactic material and specific learning objectives. The learning objectives are designed to guide the student's independent study of the assigned material. The preceptor may or may not wish to assign other readings and activities, but students will receive 4-8 hours of material to review each week through Blackboard 9.1 website. The Blackboard learning materials are in addition to the materials required by the preceptor.

Textbooks:
Required (You only need 1 of these texts – all reading assignments are assigned from Tintinalli’s, but you could read corresponding chapters in Rosen’s)

Authors: Judith Tintinalli, J. Stapczynski, O. John Ma, Donald Yearly, Garth Meckler, Daniel Cline
Publisher: McGraw-Hill Professional; 8th Edition
List Price: $145.57 on Amazon
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)
**Rosen’s Emergency Medicine - Concepts and Clinical Practice, 9th ed.**
Authors: John Marx, Robert Hockberger, and Ron Walls
Publisher: Elsevier; 9 edition
List Price: $301.26 on Amazon
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

**Recommended**

**An Introduction to Clinical Emergency Medicine, 2nd ed.**
Author: S. V. Mahadevan and Gus M. Garmel
Publisher: Cambridge University Press; 2nd Edition
List Price: $98.80 on Amazon

**Last Minute Emergency Medicine: A Concise Review for the Specialty Boards**
Authors: Mary Jo Wagner and Susan Promes
Publisher: McGraw-Hill Professional; 1st Edition
List Price: $66.07 on Amazon

**Rosen & Barkin’s 5-Minute Emergency Medicine Consult, 5th ed.**
Authors: Jeffrey J. Schaider, Adam Z. Barkin, Roger M. Barkin, Philip Shayne, Richard E. Wolfe, Stephen R. Hayden, and Peter Rosen
Publisher: LWW; 5th Edition
List Price: $69.22 on Amazon
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

**Emergency Medicine Secrets, 6th ed.**
Authors: Vincent J. Markovchick, Peter T. Pons, Katherine M. Bakes, and Jennie A Buchanan
Publisher: Mosby; 6th Edition
List Price: $36.99 on Amazon
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

**Emergency Medicine Clerkship Primer-A Manual for Medical Students** (see Blackboard)

**Clerkship Directors EM 4th Year Curriculum**
Curricular Domain Objectives:
The objectives are intended to be a guide for the student’s learning activities and serve as a baseline for assessment of the student’s enhanced knowledge, skills, and professional behavior. Not all of the objectives listed below will be encountered during any single rotation. While each student is expected to further expand his/her knowledge base and to care for all assigned patient cases, he/she is also expected to avail him/herself of the SOMA educational materials provided. Each Objectives category below, maps to the corresponding evaluation categories and competencies on the course Clinical Rotation Evaluation (CRE) and coursework assignments.

Students will refer to individual schemes and review the associated learning objectives and learning activities associated with each. These are found under separate tab on Blackboard 9.1.

I. Osteopathic Principles and Practices (OPP)
Graduates must demonstrate knowledge of osteopathic principles and practice (OPP), and they must exhibit and apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment (OMT) in clinical settings.

1. Demonstrate and communicate knowledge of a.) OPP; b.) the basic science, mechanisms of action, and physical findings of somatic dysfunction; and c.) the mechanism of action, indications and contraindications, and basic application of OMT.

2. Perform and document a complete and appropriately focused structural examination in a respectful, logical and organized manner.

3. Apply osteopathic principles and OMT into an appropriate patient care plan.

4. Demonstrate sufficient depth of knowledge and skills to integrate osteopathic principles and practice into all aspects of whole person healthcare.

II. Clinical Skills & Osteopathic Patient Care (CS)
Graduates must demonstrate effective use of motor and cognitive skills in diagnosis, management and prevention of common health problems encountered in patient care within a variety of clinical settings and across the lifespan.

1. Elicit a comprehensive and appropriately focused history and generate a list of a patient's concerns in a respectful, rationale and organize manner.

2. Perform a complete & appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.

3. Perform basic clinical procedures essential for general osteopathic medical practice.

4. Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.

5. Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.

6. Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.

III. Medical Knowledge (MK)
Graduates must demonstrate knowledge and application of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences in the context of patient-centered care.

1. Recognize and explain normal structure and function across the lifespan.
2. Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.

3. Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.

4. Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.

5. Interpret diagnostic studies and correlate abnormal findings to disease states.

6. Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.

IV. Professionalism (P)
Graduates must demonstrate through knowledge, behavior and attitudes, a commitment to the highest standards of competence, ethics, integrity, and accountability to patients, society and the osteopathic profession.

1. Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.

2. Apply ethical decision making in all aspects of professional practice.

3. Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.

4. Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.

5. Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.

V. Interpersonal and Communication Skills (ICS)
Graduates must demonstrate the knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with patients, their families and colleagues of the inter-professional health care team.

1. Document and record patient information in an accurate, organized, and confidential manner appropriate to the clinical situation and present relevant aspects of a patient's case in a logical, articulate fashion both orally and in writing.

2. Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.

3. Demonstrate effective and appropriate active listening, verbal, non-verbal, and written and electronic communication skills when dealing with patients, their families, faculty, staff, peers and colleagues of the inter-professional health care team.
VI. **Practice-Based Learning and Improvement (PBL)**
Graduates must demonstrate the ability to apply scientific theory and methodology and exhibit the critical thinking skills essential for integrating evidence-based principles and practice into patient care.

1. Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.
2. Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.
3. Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.
4. Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.
5. Integrate technology into the practice of medicine and the delivery of healthcare services.

VII. **Systems-Based Practice (SBP)**
Graduates must demonstrate awareness of and responsiveness to the larger context and systems of health care, and effectively identify system resources to advocate for and maximize the health of the individual and the community or population at large.

1. Demonstrate knowledge of health delivery systems that affect the practice of an osteopathic physician and how delivery systems influence the utilization of resources and access to health care.
2. Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.
3. Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.
4. Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.

**Course Assignments:**

**Week One**

8 hours

- Submit calendar with schedule to Course Director on Blackboard
- Evidence-based Medicine Assignment, Part 1: Identify a clinical question (0-0.5 point) [PBL1, 3]
- Reading Assignments and Learning objectives: please see Blackboard
- Schemes: See Blackboard
- Log 100% of patient encounters – Pass/Fail

**Week Two**

8 hours

- Evidence-based Medicine Assignment, Part 2: Perform EBM literature search and identify a key article (0-1 point) [PBL2]
- Reading Assignments and Learning objectives: please see Blackboard
- Schemes: See Blackboard
- Log 100% of patient encounters – Pass/Fail
**Coursework in E*Value can be found under Learning Modules in E*Value or by using the auto-generated link in an email sent to the student from E*Value when enrolled in the course.**

**Optional Reference Materials:**
NBOME website (for exam blueprint)
https://www.nbome.org/comat-em.asp

NBOME COMAT practice exam
https://www.nbome.org/COMAT/HTML_EM/disclaim.htm

Student recommended question sources: Exam Master, Combank EM, Pre-Test Emergency Medicine

Osteopathic References:
*Foundations of Osteopathic Medicine, 3rd ed.*
Editor: Anthony G. Chila
Publisher: LWW, 2011
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

*An Osteopathic Approach to Diagnosis and Treatment, 3rd ed.*
Author: Eileen L. DiGiovanna, Stanley Schiowitz, Dennis J. Dowling
Publisher: LWW
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

SOMA OPP Viscerosomatic and Chapmans Reference Tables
Grading:

Grade Format
All of the courses in OMS III and OMS IV are “honors”, “high pass”, “pass”, “low pass”, and “fail” per the following point scale:

- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail

In order to pass this course, you will need to complete the following:

Clinical Performance Evaluation (CPE) = 40% of overall Grade
Students will need to receive a passing score on the clinical Performance Evaluation (CPE) for each four week course section (rotation) of the course.

CPE = 0 - 5 points

- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail

Subject or Course Exam (COMAT) = 40% of overall grade
At or near the end of the rotation, you will be required to take and pass a subject or course exam (COMAT). The content of the exam is based on clinical presentations most frequently seen on rotation. Most, if not all of these presentations were addressed in the OMS I and OMS II courses. Many of the presentations are covered in the rotation syllabus. You must receive a passing score on the COMAT Exam linked to this course to pass the course; and the score is worth 40% of the overall grade.

There is a very strong probability that some clinical presentations covered in the COMAT may not be addressed directly in the syllabus. There is a possibility that some of the clinical presentations covered in the COMAT may not have been observed during the rotation.

COMAT = 0 – 5 points (to convert the standard score to a 5-point scale, use rubric)

- >1.0 D above national mean = Honors: 110+
- 0.1-0.99 SD above national mean = High Pass: 101 – 109
- National mean to 0.99 SD below national mean = Pass: 91 – 100
- 1.0 below to 1.5 SD below national mean = Low Pass: 90 – 85
- more than 1.5 SD below national mean = Fail: 84 or lower

Course work / Weekly Assignments = 20% of overall grade

Course work / Weekly Assignments will make up 20% of the overall grade.
Coursework will be graded as follows:

- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail
Weekly assignments are due by midnight on Sunday each week. Failure to submit the weekly assignment on time will result in the grade for that assignment being lowered one level. Any assignment submitted more than 1 week past the due date will result in a zero for that assignment.

Students are required to repeat failed clinical rotations with a preceptor other than the initial preceptor. If the student fails a subject exam, the student must retake the subject exam as specified in the SOMA Catalog and rotation manual. A failing grade on the CRE will result in a failure in the course.

Course Requirements and Expectations:

Student Evaluation of Rotation (SER)
Submission of the Student Evaluation of Rotation (SER) is REQUIRED for completion of the course. The grade for the clerkship course will not be submitted to the registrar until the evaluation is received.

Clinical Documentation (Case Log) Requirements (PxDx)
Logging of every clinical interaction via the E*Value electronic log system is a course requirement and a professional responsibility of every student on every rotation in OMS III and OMS IV. Log information will be used to evaluate the volume and variety of student experiences. 100% of encounters must be logged. Failure to log clinical interactions will result in lowering course grade one level, and may adversely affect the student's professionalism score for the rotation. Failure to log may also be commented upon in the Medical Student Performance Evaluation (MSPE) formerly known as the Dean’s Letter.

Course Director will review all logs, and determine if logging is 100% AND adequate in volume and variety. In the event the course director does not feel that the student has sufficient logs, the Course Director will note a failure for logs and the students overall grade will be lowered one level (i.e. the CRE, COMAT and Weekly Assignments averaged to be a “High Pass”, inadequate logs reduce the overall grade to a “Pass”). Periodic audits of clinical activity compared to logs could result in serious concerns about adherence to professional responsibilities. Completion of logging 100% of patient interactions is NOT optional. Concerns about professionalism will be considered for referral to the Student Performance Committee.

Professionalism and Academic Honesty:
An essential aspect of the SOMA curriculum is the development of professional behaviors among students. SOMA considers breeches in professional conduct and/or academic honesty as serious academic deficiencies. The ATSU University Handbook (http://www.atsu.edu/student_affairs/handbook/pdfs/UniversityHandbook-2.19.14.pdf) has important information with respect to professionalism including a Code of Academic Conduct and Code of Behavioral Standards. The course director expects professional behavior and academic honesty at all times during this course.
**Academic Adjustments:**
The University can make accommodations for students with documented disabilities who are otherwise qualified. Students with disabilities are encouraged to contact the Disability Resources Advisor. Requests for accommodations must be made in writing to the Disability Resources Advisor. The contact information for the Disability Resources Advisor is as follows:

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Disability Resources Advisor
5850 E. Still Circle
Mesa, AZ 85206
480-245-6248
krjones@atsu.edu
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The Disability Resources Advisor will confer with the student and may request documentation and may refer the student for individual assessment by qualified experts. The ATSU Technical Standards and Accommodations Committee shall review any requests for accommodations. The Committee determines whether there are disabilities as protected by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act and then decides if reasonable accommodations can be made without fundamentally altering the essential nature of the school’s program or instruction being pursued.

The Committee makes recommendations for or against accommodations to the Director - Learning & Disability Resources who then will notify the student and the appropriate faculty and staff members who have an educational need to know. Within ten (10) days of receiving the Committee’s determination from the Director - Learning & Disability Resources a student can appeal the decision in writing to the dean of the appropriate school.

**Course Director Office Hours:**
The course director may be contacted by email or phone at any time. It is expected that the course director will answer a student within 24 hours during normal working days, and by Monday if contact is made over the weekend. Email addresses and phone numbers are listed on the first page of this syllabus.
### Changes to the Syllabus:

The syllabus for this course may change at the discretion of the course directors. As a general policy, SOMA course directors alter syllabi only when absolutely necessary.

Students will be notified by the course directors or course facilitator in writing of any changes in course requirements or policies.