



ELECTIVE NAME:

Emergency Medicine

INSTITUTION:

Spectrum Health--Butterworth

OBJECTIVE:

The objective of this elective is to introduce the medical student to the principles, practice, and procedures of emergency medicine by providing a meaningful rotation through the emergency department. By the end of the rotation the student will: Have been exposed to a wide spectrum of emergent and non-emergent problems; Recognize that the patient defines the emergency; Understand how the emergency department relates to other departments and services within the hospital; Develop and improve skills in suturing, radiographic interpretation, establishing IV's, cardiopulmonary resuscitation, lumbar puncture, etc.; Develop the ability to quickly determine the relevant history and physical with selective use of ancillary services to arrive at the most efficient and effective emergency assessment, management and disposition.

II. CURRICULUM:

The student will be provided with an orientation to the department.

III. RESPONSIBILITIES:

PATIENTS:

Patients seeking emergency services do so for various reasons. As stated previously, the patient defines the emergency. Regardless of the extent of the emergency – major or minor – the patient is to be treated with efficient and professional care.

TEACHING:

You may see the patients of your choice, but before initiating any test or therapy, the patient must be presented to the emergency medicine resident or emergency department attending staff member on duty. Upon return of ordered x-rays and laboratory tests, prior to discharge or admission, and prior to notification of the patient's physician or calling of a consultant, the patient again is to be presented to the emergency medicine resident and/or attending staff member. In this manner the patient will be provided with the most efficient treatment, and you will also obtain guidance with your decision-making process. You will be expected to complete (dictate) the patient care record.

READING:

At the beginning of your rotation, you will be provided with a copy of Garmel's text *An Introduction to Clinical Emergency Medicine* to read during your clerkship and this is expected to be returned to Dr. Matt Emery or Marte Bergman upon completion of your rotation.

There are specific chapters from this text which are required reading. There is also a well-stocked library within the department for your convenience, and you are encouraged to utilize it.

DIDACTIC CONFERENCES

Topic – specific subjects pertaining to emergency medicine and outlined in the core content; prepared by the emergency medicine residents and staff.

Time – each Thursday morning of the month, 9:00 A.M. to 12 Noon

Place – Classroom 1710 B&C



READING CLUB

(optional)

Topic – discussion of selected chapters as assigned by the emergency medicine resident in charge. Questions will be distributed at reading club and will be answered and appropriately discussed at the time of the meeting.

Time—each Thursday morning of the month, 8:00–8:30 a.m.

Place – 1710 B&C

JOURNAL CLUB

(optional)

Topic – discussion of selected articles as chosen and assigned by the research director.

Time – 2nd Thursday of each month, 6:30- 8:30 p.m.

Place – announced monthly.

WORKING HOURS

You will be required to work 16 clinical shifts during the course of your rotation (15 if you are doing the career track). Shifts are scheduled from 7:00 a.m. – 3:00 p.m., 1:00 p.m. – 9:00 p.m., 3:00 p.m. – 11:00 p.m. and 10:00 p.m. – 4:00 a.m. (the “midnight” shift). Three midnight shifts will be required during the rotation for students doing the career track (12 regular and 3 midnight shifts). If changes in your schedule are required, the change must be cleared with either Dr. Emery or The Residency Support Staff.

EVALUATION FORMS:

Upon completion of your rotation, you are to turn in your completed evaluation form(s) of the rotation which can be found in your orientation packet. When you have done this, completion of your medical school evaluation forms will be submitted to the appropriate office. Your course evaluation will be based on clinical performance, daily evaluation forms and participation in student conference. The emergency medicine faculty and house staff welcomes your participation in the program at Spectrum Health – Butterworth and will make a concerted effort to provide you the best educational experience possible in a busy, Level 1, tertiary hospital setting. We hope that you will find your time with us beneficial to you as an individual and in your learning process. Please feel free to contact us should you have any questions or concerns.

Career-track material for students interested in pursuing post-graduate training in Emergency Medicine:

The “career-track” academic and clinical experiences outlined below are designed to provide a broader exposure to the field for those considering a career in Emergency Medicine. The menu of additional educational opportunities includes the following:

- Toxicology: Students will take call for three nights with the toxicology service, and then round the following three days with one of our fellowship-trained toxicologists.
- Ultrasound: The students will learn the basic ultrasound techniques used to perform a trauma FAST exam, and to establish intravenous access.
- Simulator training: Students will be introduced to the workings of SimMan and METI, state-of-the-art computerized simulators used by our own residents to gain proficiency in



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- caring for critically ill patients. Following this introductory session, they will be tested in providing critical care for a simulated patient.
- Publication of a critical literature appraisal: Dr. Jeff Jones, our research director, will work with each student to perform a critical appraisal of an emergency medicine topic. When completed we anticipate that the student will be able to publish this critical appraisal at an online EBM site (BestBETS.org).

Partial participation: We would like to see career-track students participate in all of these educational opportunities. Students may, however, choose as many as they wish from among the menu of options listed above.

Reduced clinical hours: In recognition of the fact that these additional experiences will add considerably to the time commitment required for the rotation, students who opt to pursue all of the "career-track" material will have their clinical time in the ED reduced by one shift. Students participating in three or more of the programs outlined above will have their clinical time cut by four hours.

Faculty Mentor: To help the student complete these additional requirements, and to serve as a mentor during the month, each student will be assigned a faculty advisor during the month.