

# Rotation Objectives – Emergency Medicine (PGY 3)

## RCPS Emergency Medicine Residency Program

### Department of Emergency Medicine

#### University of Alberta

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*The learner should meet all the PGY 1-2 Rotation Objectives and the following:*

### Medical Expert

#### Knowledge and Clinical Reasoning

- Independently develop and execute a complete treatment plan for most (>75%) patients.
- Demonstrate the ability to independently resuscitate a critically ill or traumatized patient
- Anticipate the patient's course and needs in the ED and plan appropriately and efficiently
- Develop a disposition plan in a timely fashion
- Recognize patient safety incidents including close calls

#### Investigations

- Appropriately order and interpret, including identifying subtle findings for:
  - X-ray
  - Head CT
  - Electrocardiogram

#### Procedures

- Procedures to master:
  - Endotracheal intubation using direct laryngoscopy, video laryngoscopy (Glidescope®), tube introducer (Bougie)
  - Central line insertion (internal jugular, subclavian, and femoral)
  - Arterial line insertion (femoral and radial)
  - Chest tube insertion
  - Lumbar puncture
  - Arthrocentesis
  - Procedural sedation

### Communicator

- Engage patient, family, and other health professionals in shared decision making
- Effectively break bad news and discuss end of life issues with patients and family
- Identify resources to overcome barriers in communication (language, disability, etc.)
- Disclose patient safety incidents and close calls with patients and families
- Develop appropriate documentation for transfer of care to primary care and referring physicians

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With adaptations from *Frank JR, Choi S, Wiesenfeld L, et al. Progression of EM Competence 2010.*

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## Collaborator

- Communicate concisely and safely with staff with an emphasis on patient disposition at the initial report
- Demonstrate safe handover of care, including receiving, at shift change
- Appropriately delegate tasks to other health professionals
- Coordinate activities and interactions of other investigative and consulting services for efficient patient care
  - Use a calm demeanour
  - Make decisions confidently
  - Takes on the leadership role
  - Maintains global perspective (avoid fixation)
  - Elicits feedback from team members
  - Direct consultant teams confidently
  - Reassess and reprioritize the team

## Leader

- Be able to safely and independently assess multiple patients before discussing with staff
- During a period of surge, be able to start the patient encounter on multiple patients concisely and safely reassess appropriately
- Be able to safely see an appropriate number of patients:
  - 60% of the minor/low acuity patients
  - 80% of the acute patients

## Health Advocate

- Be able to identify and intervene with the high risk patient in the community
- Be able to identify the barriers to care and treatment plans

## Scholar

### Teaching

- Be able to diagnose a junior learner
  - Assess knowledge level of the learner
  - Clarify the needs of the learner
- Be able to teach procedures
- Be able to complete the assessment for medical students
- Ensure patient safety when learners are involved

### Lifelong Learning

- Be able to identify deficiencies in procedural experience and pursue to correct

### Critical Appraisal

- Identify the most efficient resources for current evidence while on shift

## Professional

- Be able to identify ethical dilemmas in patient care

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- Be able to identify resources and strategy in resolving ethical dilemmas
- Appropriately manage conflicts with and between other health care professionals
- Be able to describe the issues and strategies to ensure physician health and sustainable practice
- Be able to describe the impact of shiftwork on health and strategies to mitigate