

Acting Internship Description

Campus: Southwest (Bismarck)

Acting Internship Title: Emergency Medicine Acting Internship

Location of Acting Internship: St. Vincent Emergency Department
Billings, MT

Department: Emergency Medicine

Course Number: EMRG 9115-01

Preceptor(s): Sam Paczkowski, MD

Period(s) offered: 1 and 2

Number of students per period: 1

Purpose: To provide an acting internship experience in emergency medicine for 4th year students

Objectives: After completing the acting internship, the student will be able to

1. Obtain a history and perform a physical exam
EPA #1 - Year 4 LO #1 (Program 3.1)
2. Present the history and physical in a concise, well-organized format
EPA #6 - Year 4 LO #2 (Program 3.7)
3. Form and prioritize a differential diagnosis which is broad and includes diagnoses with potentially high morbidity and/or mortality. Select a working diagnosis.
EPA #2 - Year 4 LO #3 (Program 3.3)
4. Discuss orders and prescriptions and construct evidence-based management plans.
EPA #4 - Year 4 LO #14 (Program 3.4)
5. Select screening and diagnostic studies and labs and interpret the results of these tests. This should include steps to rule out diagnoses with potentially high morbidity and/or mortality.
EPA #3 - Year 4 LO #4 & 14 (Program 3.2, 3.3)
6. Recognize patients who are critically ill or require emergent care and initiate the appropriate initial steps in that care. Reassess patients on an ongoing basis and adjust plan of care as appropriate.
EPA #10 – Year 4 LO #10 (Program 3.5.1)
7. Document the clinical encounter in a timely, well-communicated fashion.
EPA #5 – Year 4 LO #2 (Program 3.7)
8. Communicate effectively with patients and their families regarding diagnoses and plans of care including disposition with respect for cultural and socioeconomic backgrounds. Assess the patient's understanding of this information.
Year 4 LO #6 (Program 3.9, 4.1, 4.7.2)
9. Work effectively as a member of the interprofessional healthcare team including giving and accepting patient handoffs at transitions of care.
EPA #8 & EPA #9 – Year 4 LO #7 & 8 (Program 4.2, 3.5.4, 7.2)
10. Research a clinical question relating to patient care with appropriate evaluation of resources and use of evidence-based information.
EPA #7 - Year 4 LO #13 (Program 1.6, 1.10)
11. Formulate or update an accurate problem list for patients under his or her care.
EPA # 5 – Year 4 LO #5

Specialty Specific Objectives: (These should be linked to EPAs and Year 4 learning objectives which can be found at <https://med.und.edu/education-resources/fourth-year.html#Yr4O> under “Overview & Objectives”) Please include any procedures the student will be expected to perform.

12. Obtain informed consent for procedures.

EPA #11 – Year 4 LO #12 (Program 4.9)

13. Perform emergency medicine procedures under appropriate supervision. These may include suturing, incision and drainage of abscesses and intubation.

EPA #12 (Program 3.6)

14. Provide timely care including evaluation, treatment, re-evaluation and disposition.

Year 4 LO #15 (Program 5.7)

15. Describe the role of pre-hospital providers and identify the challenges of pre-hospital evaluation.

EPA #9 – Year 4 LO #7 (Program 7.3)

16. Demonstrate appreciation for the impact of social and societal factors which affect patient care in the emergency department setting.

Year 4 LO #6 (Program 2.9, 4.7.2)

Instructional Activities: During this elective, the student will be involved in/experience:

1. Assuming primary responsibility of his or her assigned patients under the supervision of an upper level resident or attending.
2. Assisting in the care of patients assigned to them from arrival in the emergency department through every aspect of their treatment and evaluation through admission or discharge.
3. Participating in interprofessional patient care teams including nursing, social work, pre-hospital providers, and medical assistant staff.
4. Participating in caring for multiple patients simultaneously, each at different stages of evaluation and treatment.

Evaluation Methods: The preceptor will:

1. By direct observation, evaluate the student’s ability to perform a complete history and physical pertinent to the AI specialty and present his or her findings. (objective #1,2)
2. By direct observation or review of written work, evaluate the student’s ability to form a complete differential diagnosis including diagnoses with potential for high morbidity and/or mortality and select a working diagnosis. (objective #3)
3. By direct observation or verbal discussion, evaluate the student’s formulation of patient management plans including those for patients requiring emergent management. (objective #4, 6)
4. By direct observation, verbal discussion or review of written work, evaluate the student’s selection and interpretation of screening and diagnostic laboratory tests. (objective #5)

5. By direct observation, evaluate the student’s documentation of clinical encounters. (objective #7, 11)
6. By direct observation and via feedback from the healthcare team, patients, and families, evaluate the student’s communication skills and interprofessional interactions including patient handoffs. (objective #8,9)
7. By review of written or verbal presentation made by the student, evaluate the student’s use of evidence-based information to research a patient care question. (objective #10)

Include below the evaluation methods to be used for the specialty specific objectives. Link the evaluation method to the objective #.

8. By direct observation evaluate the student’s ability to obtain informed consent for procedures. (objective #11)
9. By direct observation or feedback from qualified team members, evaluate the student’s ability to perform supervised emergency medicine procedures. (objective #12)
10. By direct observation, evaluate the student’s ability to provide timely care in all phases of an emergency department visit. (objective #13)
11. By discussion with the student evaluate the student’s knowledge of the role of pre-hospital providers and the limitations to pre-hospital care. (objective #14)
12. By direct observation, discussion and feedback from other team members, evaluate the student’s appreciation of the social and societal factors that impact patient care in the emergency department. (objective #15)

Assessment:

Evaluation methods #1-7 will be assessed using the Entrustability scale.

Level	Descriptor	Example
1	“I had to do”	Requires complete hands on guidance, did not do, or was not given the opportunity to do
2	“I had to talk them through”	Able to perform tasks but requires constant direction
3	“I had to prompt them from time to time”	Demonstrates some independence, but requires intermittent direction
4	“I need to be there in the room just in case”	Independence but unaware of risks and still requires supervision for safe practice
5	“I would not have needed to be there other than to fulfill regulatory requirements”	Complete independence, understand risks and performs safely, practice ready

**This scale was adapted from the Ottawa surgical competency operating room evaluation (O-SCORE): A tool to assess surgical competence. Acad Med. 2012; 87:1401-407.*

Please indicate below the method of assessment for the specialty specific evaluation methods.

1. Evaluation methods 8, 9 and 10 will be assessed using the above entrustability scale.
2. Evaluation methods 11 and 12 will be assessed by a 5 point Likert-type scale

Please indicate who will be completing the assessment. If more than one preceptor, how will scores be compiled?

- 3-4 attending assessments will be completed and combined into a single assessment by Dr. Packowski.

Grading Criteria:

To receive honors, the student must:

- Achieve an average Ottawa score of at least 4.0
- Have no Ottawa ratings of 2 or lower
- Achieve a rating of at least 3 on the Likert scale items

To pass the AI, the student must:

- Achieve an average rating of at least 3.25 on the Ottawa scale
- Have no Ottawa ratings of 2 or lower
- Achieve a rating of at least 3 on the Likert scale items

If the student does not pass, remediation will consist of:

If a student fails an AI, the AI director and campus dean will work with the student to form a written remediation plan (signed by all 3) that specifically addresses the competencies that the student did not meet during the rotation. A copy of this plan will be sent to Student Affairs. In order to pass the AI, the student will be required to meet the original passing requirements. A student may not receive honors on an AI that was initially failed.