



Bond University Medical Program

**Emergency Medicine
Student/Clinician Guide**

YEAR 5



For a one-page summary of WBA requirements, use this QR Code

Emergency Rotation

The Emergency Medicine Rotation combines elements of all subspecialties while focussing on:

- 1) Recognition and resuscitation of the acutely unwell patient
- 2) Assessment and management of the undifferentiated patient
- 3) Effective communication and facilitation of patient care

During this rotation you will have shifts on a roster basis that will cover morning, afternoon, evening, nights, and weekend work.

Rotation Specific Learning Outcomes

	Emergency Medicine Specific Learning Outcomes	Link to year LO's (See appendix 1)
ED1	Demonstrate knowledge, skills and attitudes required to assess and manage common adult and paediatric emergencies.	1,2,4,5,7
ED2	Explain the role of Emergency Departments and Emergency Medicine as a speciality.	14,15
ED3	Demonstrate, where possible, the practice of key emergency procedural skills such as cannulation, wound care, suturing and splinting as well as basic life support skills.	8
ED4	Demonstrate the development of professional skills such as clinical reasoning, critical analysis, teamwork and dealing with uncertainty when managing patients.	4,6,10,11,17,19
ED5	Demonstrate the development of attitudes, knowledge, and skills for competent care of injured and /or infirmed individuals of all ages, socioeconomic, ethnic backgrounds for disease prevention, recognition of disease presentation and promotion of optimal health habits.	2,7,12,13,16
ED6	Develop skills such as clinical reasoning, critical analysis, teamwork, and dealing with uncertainty when managing patients.	6,7,10,19,21
ED7	Assist in critical illness and injury and resuscitation.	1,7,10
ED8	Demonstrate the ability to hand-over or refer a patient using the ISBAR framework and/or Summarise a case presentation concisely, synthesise the key problems, formulate a diagnosis/differential and an initial management plan.	6,11,15


Core Topics

Symptom Based Approach	Examples
Acute Rashes and swelling <input type="checkbox"/>	<ul style="list-style-type: none"> • Angioedema <input type="checkbox"/> • Urticaria <input type="checkbox"/>
Acute visual loss <input type="checkbox"/>	
Bleeding problem <input type="checkbox"/>	<ul style="list-style-type: none"> • Epistaxis <input type="checkbox"/> • Haematemesis <input type="checkbox"/> • Haemoptysis <input type="checkbox"/>
Breathing problem <input type="checkbox"/>	<ul style="list-style-type: none"> • Dyspnoea <input type="checkbox"/> • Wheezing <input type="checkbox"/>
Burns <input type="checkbox"/>	
Coma, alteration in conscious level <input type="checkbox"/>	
Disorientation, confusion <input type="checkbox"/>	
Fever <input type="checkbox"/>	
Headache <input type="checkbox"/>	
Hypothermia <input type="checkbox"/>	
The Ill Child <input type="checkbox"/>	<ul style="list-style-type: none"> • Child with fever <input type="checkbox"/> • Fitting child <input type="checkbox"/> • Limping <input type="checkbox"/> • Non accidental injury <input type="checkbox"/> • Respiratory emergency <input type="checkbox"/>
Injury <input type="checkbox"/>	<ul style="list-style-type: none"> • Abdomen <input type="checkbox"/> • Chest <input type="checkbox"/> • Head <input type="checkbox"/> • Long bones <input type="checkbox"/> • Maxillofacial <input type="checkbox"/> • Pelvis <input type="checkbox"/> • Spine <input type="checkbox"/> • Soft tissue <input type="checkbox"/>
Major trauma <input type="checkbox"/>	
Near drowning <input type="checkbox"/>	
Pain/Discomfort <input type="checkbox"/>	<ul style="list-style-type: none"> • Backache <input type="checkbox"/> • Constipation <input type="checkbox"/> • Joint <input type="checkbox"/> • Swollen/painful leg <input type="checkbox"/> • Urinary retention <input type="checkbox"/>
Painful Eye <input type="checkbox"/>	
Seizure <input type="checkbox"/>	
Shock and Hypotension <input type="checkbox"/>	
Syncope, collapse <input type="checkbox"/>	
Undifferentiated <input type="checkbox"/>	<ul style="list-style-type: none"> • Abdominal pain <input type="checkbox"/> • Chest pain <input type="checkbox"/>
Medical Conditions	
Child Health Emergencies <input type="checkbox"/>	<ul style="list-style-type: none"> • The Ill child (see above in symptom-based approach table)
ENT <input type="checkbox"/>	<ul style="list-style-type: none"> • Dysphasia <input type="checkbox"/> • Ear pain <input type="checkbox"/> • Foreign bodies <input type="checkbox"/> • Loss of hearing <input type="checkbox"/>
Medical Emergencies <input type="checkbox"/>	<ul style="list-style-type: none"> • Acute coronary syndromes <input type="checkbox"/> • Allergic reaction <input type="checkbox"/>

	<ul style="list-style-type: none"> • Cardiac arrhythmias <input type="checkbox"/> • Diabetic ketosis <input type="checkbox"/> • Exacerbation of OCAD, asthma <input type="checkbox"/> • Heart failure <input type="checkbox"/> • Pancreatitis <input type="checkbox"/> • Pulmonary embolus <input type="checkbox"/> • Subarachnoid haemorrhage <input type="checkbox"/> • Stroke <input type="checkbox"/>
Mental Health Emergencies <input type="checkbox"/>	<ul style="list-style-type: none"> • Psychotic patient <input type="checkbox"/> • Acute Behavioural Disturbance <input type="checkbox"/>
Ophthalmology <input type="checkbox"/>	<ul style="list-style-type: none"> • Blunt trauma to the eye <input type="checkbox"/> • Foreign bodies <input type="checkbox"/>
Orthopaedics <input type="checkbox"/>	<ul style="list-style-type: none"> • Dislocated joint <input type="checkbox"/> • Fractured bones <input type="checkbox"/> • Nerve /tendon /muscle injury <input type="checkbox"/> • Septic arthritis <input type="checkbox"/>
Surgical Emergencies <input type="checkbox"/>	<ul style="list-style-type: none"> • Differential diagnosis of the acute abdomen • Ischemic limb <input type="checkbox"/>
Toxicology and Environmental Emergencies <input type="checkbox"/>	<ul style="list-style-type: none"> • Common drug withdrawal states <input type="checkbox"/> <p>Overdose of drugs</p> <ul style="list-style-type: none"> • Benzodiazepines <input type="checkbox"/> • Opiates <input type="checkbox"/> • Paracetamol <input type="checkbox"/> • Salicylates <input type="checkbox"/> • Serotonin <input type="checkbox"/> • Tricyclics (TCA) <input type="checkbox"/> • Use of specific antidotes <input type="checkbox"/> (Naloxone <input type="checkbox"/>, & N-acetylcysteine <input type="checkbox"/>) <p>Environmental</p> <ul style="list-style-type: none"> • Electrical injuries <input type="checkbox"/> • Envenomation (snake <input type="checkbox"/> and spider bites <input type="checkbox"/>) • Hypothermia <input type="checkbox"/> and hyperthermia <input type="checkbox"/> • Near drowning <input type="checkbox"/> • Poisoning- carbon monoxide <input type="checkbox"/>
Trauma <input type="checkbox"/>	<ul style="list-style-type: none"> • Single injury <input type="checkbox"/> • Multiple injuries <input type="checkbox"/> • Abdominal organs <input type="checkbox"/> • Chest <input type="checkbox"/> • Facial <input type="checkbox"/> • Head <input type="checkbox"/> • Limbs <input type="checkbox"/> • Spine <input type="checkbox"/>
Women's Health Emergencies <input type="checkbox"/>	<ul style="list-style-type: none"> • Bleeding in early and late pregnancy <input type="checkbox"/> • Ectopic pregnancy <input type="checkbox"/> • Eclampsia <input type="checkbox"/> • Pelvic inflammatory disease <input type="checkbox"/>

Rotation ED Rotation Procedural Skills

	Procedure	Students must be able to take/demonstrate
+⓪	Cardiopulmonary 12 lead ECG ACLS and BLS	Perform and interpret normal and common conditions on a 12 lead ECG Observe and describe plus demonstrated ability to perform: 1) 2 person CPR 2) Safe use of defibrillator 3) Placement of LMA 4) Effective use of BVM with adjuncts
+⓪	Arterial blood gas sampling	Observe and describe indications for taking an arterial blood gas sampling (if appropriate)
+⓪	Peak flow measurement Spirometry Pleural effusion/pneumothorax	Perform and interpret a peak flow measurement *occasionally Perform and interpret a spirometry reading * very rare for ED Observe and describe indications for aspiration or drainage
+⓪	Diagnostic Blood culture Blood sugar Wound swab	Take blood for culture Estimate the blood sugar using a glucometer Take a swab from a wound
+⓪ +⓪ +⓪	General Administration of analgesia and sedation Assess and Interpret disorders of coagulation Catheterisations (Vascular or urinary) Describe X-ray findings of chest, abdomen □and limbs Give an IMI (ADT booster) Identify and interpret acid-base disorders Identify and interpret glucose, sodium, potassium, and calcium disorders Observe insertion of chest drain Perform a Glasgow Coma Scale Perform a ring block with administer local anaesthesia Use suction Visual acuity- measure Wound description and management	1) Observe procedural sedation and analgesia 2) Observe regional analgesia (Biers/Fascia Iliaca block) Observe and describe the indications and principles for inserting a chest drain Clean, dress, apply steristrips, glue or sling/tubigrip
+⓪	Measurement ECG Injection Intravenous venepuncture IV cannula	Perform and interpret an ECG Perform injections – IV, IM, SC Perform venepuncture Insertion of an IV cannula

	IV infusion IV drug administration IV fluid and electrolyte therapy Spirometry Urinalysis	Set up an IV drip Describe the safe administration of an IV drug Explain fluid and electrolyte balance, how to calculate and the correction of imbalance Perform and interpret basic spirometry Perform dipstick urinalysis testing
	Respiratory Nebuliser/inhaler Oxygen therapy	Instruct a patient on using an inhaler/spacer Demonstrate the use of oxygen by mask and nasal prongs

Core Timetable and Contacts

Students are expected to be present on a daily basis during their rotation. If students are unable to attend for any reason, they are required to advise the clinician, hospital co-ordinator (where available) and the Placements Team at Bond University: MED-Placements@bond.edu.au

Clinical Supervision and Assessment

Formal educational sessions should be conducted every week throughout the clinical rotation to reinforce and enhance student learning. These sessions may vary throughout the placement.

Students have multiple workplace-based assessments (WBA) to successfully complete as a requirement for progression in the Medical Program. Assessments are completed in Osler ePortfolio, a cloud-based mobile assessment technology.

1. In-Training Assessment (ITA) is a workplace-based assessment tool utilised in clinical rotations. In the ITA, the clinical supervisor provides comments about student overall performance on that rotation. The ITA is a summary evaluation of whether students have met the requirements of that rotation for:

- Clinical knowledge
- Clinical History taking and physical examination skills
- Communication and
- Personal and professional behaviour

ITA: The ITA can only be completed by the supervising Consultant or their delegate after seeking opinion from the team about the student performance. **The ITA is due in Week 7.**

2. Mini-CEX: During the clinical placement, students will be supervised by a number of clinicians such as those in specialist training pathways in the medical team. Students are encouraged to participate in active learning by interacting with patients, conducting a relevant clinical activity. Students are required to evidence this as Mini-CEXs which can be assessed by these team members. Students are required to complete and evidence four **(4) Mini-CEX** during this placement:

The Mini-CEX can be evaluated by a wide range of other health practitioners such as doctors, nurses, allied health, and hospital technicians

The Mini-CEX has been re-designed in conjunction with Griffith University to reduce the workload of completion for supervisors – whilst enhancing personalised feedback on performance to students.

Feedback should align to that given to students at the time of the interaction.

The Global result is a trust rating scale to align our evaluation of students with future clinician decisions around Entrustable Professional Activities.

3. Procedural Skills:

Bond Medical Students are required to complete the following procedural skills on patients by the completion of their Phase 2 placements in order to graduate. Nine skills are to be completed on patients under guided supervision whilst 5 procedures are theory-only modules to support skills development.

#	Required Procedural Skill Activities
1	In-dwelling Catheter
2	IV Cannulation
3	Suturing
4	IM injection
5	SC injection
6	ECG
7	Venepuncture (venous blood sample)
8	Blood Culture Sampling
9	Sterile wash hand, gown, and glove
10	Examination of ICU patient – Theory Module only
11	Blood Gas Analysis – Theory Module only
12	Chest X-ray Interpretation – Theory Module only
13	Pulse Oximetry – Theory Module only
14	PPE – Theory Module only

Procedural Skills Assessments can be completed by a wide range of observing supervisors using Osler e-Portfolio, including nurses, specialist nurses, doctors, allied health, and hospital technicians.

Clinicians evaluate student procedural skills performance on an Entrustability Rating Scale:

- Trust Level 1. Requires physician assistance / direct instruction
- Trust Level 2. Requires significant supervisor input
- Trust Level 3. Performs independently but requires direct supervision
- Trust Level 4. Safe to perform independently (supervision immediately available)

Clerked Case:

Clerked Cases are no longer required as compulsory WBA. They are, however, a valuable learning tool for students. Clinical supervisors are welcome to request that students complete a Clerked Case as part of their evaluation of student engagement on placement to support completion of ITAs.

All WBA are completed on Bond University's Osler ePortfolio App/website. The student requests the supervisor to review their assessment via the ePortfolio. The supervisor can be a user of Osler (require login details) or be requested as a Guest Assessor (email link to assessment). It is recommended to be set up as a user if completing numerous assessments.

Please contact osler@bond.edu.au for further information or to be set up as a user on Osler.

**If you have any concerns regarding any aspect of student behaviour and/or performance
Please contact the Medical Program Placement Team (0420 928 125 or
MED-Placements@bond.edu.au) ASAP.**

Appendix 1 MEDI72YR5: Core Clinical Practice

MD Program Learning Outcomes

MEDI72-YR5 Extended Clinical Practice and Research, A, B & C and Doctor of Medicine (MD)

1. Science and Scholarship: The medical graduate as scientist and scholar (SS)
2. Clinical Practice: The medical graduate as practitioner (CP)
3. Health and Society: The medical graduate as a health advocate (HS)
4. Professionalism and Leadership: The medical graduate as a professional and leader (PL)

The Australian Medical Council's Graduate Outcome Statements are organised into four domains. Within this subject, the framework mapped to the learning outcomes are: Science and Scholarship Domain (learning outcomes 1-3), Clinical Practice Domain (learning outcomes 4-11), Health and Society Domain (learning outcomes 12-15) and Professionalism and Leadership Domain (learning outcomes 16-21).

Program LOs 2022	2022	Description	AMC Domain
		On successful completion of this program the learner will be able to:	
01	Y5SS01	Apply current medical and scientific knowledge to individual patients, populations and health systems.	1.1, 1.2, 1.3, 1.4
02	Y5SS02	Apply evidence-based and environmentally sustainable healthcare practices in patient care and research methodology.	1.5, 1.6, 2.7
03	Y5SS03	Apply project management and/or communication skills to complete an evidence based and professionally focussed project including its dissemination.	1.1, 1.5, 1.6, 3.3, 4.9
04	Y5CP01	Demonstrate cognitive, technical and interpretive skills in undertaking an accurate, detailed system-focussed history from a range of patients within a variety of clinical settings.	2.1, 2.2
05	Y5CP02	Perform an accurate and complete physical examination on any body system including a mental state examination.	2.3
06	Y5CP03	Use knowledge of common conditions, the patient history and physical examination findings, and clinical data, to undertake clinical reasoning and formulate probable and differential diagnoses.	2.2, 2.3, 2.4, 2.7, 2.8, 2.10
07	Y5CP04	Recognise and assess deteriorating and critically unwell patients who require immediate care and perform common emergency and life support procedures.	2.12
08	Y5CP05	Safely perform a range of common procedures.	2.6, 2.11, 2.14
09	Y5CP06	Safely prescribe by applying the principles of "quality use of medicines" in an environmentally sustainable way.	, 2.7
10	Y5CP07	Select and justify common investigations, with regard to the pathological basis of disease, utility, safety, cost-effectiveness, and sustainability, and interpret their results.	2.5, 3.7
11	Y5CP08	Formulate an initial management plan in consultation with patients, family and carers across a variety of clinical settings with consideration of psychosocial, environmental and cultural aspects that may influence management.	2.1, 2.7, 2.9, 2.13, 2.14, 2.15, 3.2, 3.4
12	Y5HS01	Apply evidence from behavioural science and population health research, integrate prevention, early detection, health maintenance and chronic disease management into clinical practice.	1.6, 2.10, 3.5
13	Y5HS02	Recognise and critically reflect on the diversity of populations regarding health issues applicable to the relevant unique historical, social and cultural contexts in the clinical and community settings including First Nations peoples.	3.1, 3.2, 3.4, 3.5, 3.8, 3.9
14	Y5HS03	Recognise and understand the complex interactions between the healthcare systems and environment, as well as the doctor and patient, whilst reflecting on power and privilege, to understand the role of these to ensure a culturally responsive and safe working context.	2.1, 2.8, 3.4, 3.6, 3.7, 4.5
15	Y5HS04	Communicate successfully in all roles including health advocacy, education, assessment, appraisal and with the First Nations peoples.	2.1, 3.3, 3.4, 3.8, 4.9

16	Y5PL01	Contribute to teams providing care to patients according to “Good Medical Practice: A Code of Conduct for Doctors in Australia” and “Good Medical Practice: A Guide for Doctors in New Zealand”	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
17	Y5PL02	Explain and apply the principles and concepts of medical ethics including physician virtue and the ‘four principles’ of autonomy, beneficence, non-maleficence and justice in the context of team-based patient care.	3.6, 4.1, 4.2, 4.3, 4.4, 4.6, 4.10
18	Y5PL03	Apply the legal responsibilities of a medical practitioner across a range of professional and personal contexts in the practice of team-based patient-care.	2.15, 4.1, 4.2, 4.3, 4.10
19	Y5PL04	Evaluate the performance of self and others as self-regulated and effective members of a diverse healthcare team in the management of a case load, respecting the roles of all healthcare professionals within the clinical setting and community settings, demonstrating professional foundation and essential skills.	3.1, 4.1, 4.2, 4.6, 4.7, 4.8, 4.9
20	Y5PL05	Demonstrate, and role model for junior medical students, skills to support the planned and active development of a career.	4.1, 4.2, 4.3, 4.8, 4.9
21	Y5PL06	Demonstrate, and role model for junior medical students, the active management of selfcare in a clinical environment as part of a clinical team managing patients.	4.1, 4.2, 4.5, 4.6, 4.7, 4.9