

The City College  
of New York

CUNY School of Medicine

# **Emergency Medicine Clerkship Cheat Sheet for Supervisors**



**2023-2024**

## EMERGENCY MEDICINE CLERKSHIP CONTACT INFORMATION

### **Clerkship Site Directors:**

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### **CUNY Pediatrics Clerkship Coordinator:**

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## EMERGENCY MEDICINE CLERKSHIP FAST FACTS

- **Clerkship duration:** 4 weeks
- **Patient encounter tracker (PET) logs:** each syllabus includes a list of required clinical diagnoses and procedures that students must log in order to pass the clerkship. If a student does not encounter a particular diagnosis in the context of patient care, the site director will arrange an alternate experience such as an online module. If you'd like the full PET log list for your clerkship, please contact your site director or clerkship coordinator (contact info above).
- **Grading:** Emergency Medicine is graded on the scale below, based exclusively on clinical evaluations, but students must also submit their required PET logs (as above) in order to pass the rotation.
  - Honors
  - High pass
  - Pass
  - Fail

## EMERGENCY MEDICINE CLERKSHIP LEARNING OBJECTIVES

### **Patient Care**

- Obtain an accurate and thorough patient-centered medical history from patients, families, other health care providers, and electronic health records, including through a medical translator.
- Perform a focused and accurate physical examination with use of pertinent ancillary techniques.
- Identify appropriate diagnostic tests and procedures, and correctly interpret their results for patients in the emergency department.
- Identify and use laboratory and imaging procedures in a clinically effective and cost-effective manner, to support decision making.
- Recognize immediate life-threatening illnesses, initiate resuscitation and stabilization before a conclusive diagnosis is made.
- Recognize which clinical situations require additional assistance from upper-level resident, faculty attending, and/or specialty consultants.
- Perform common procedures safely and correctly while attending to patient comfort, including participating in obtaining informed consent.
- Learn the process skills of suturing and splinting, IV placement, airway management and central line placement.

### **Medical Knowledge**

- Identify the causes and mechanisms of major categories of disease and injury, and the ways in which they commonly present in patients in the emergency department.
- Explain the scientific basis, interpretation, reliability, and validity of common screening, diagnostic and therapeutic modalities.

### **Life-Long Learning**

- Identify strengths, deficiencies, and limits in one's knowledge and expertise. Engage in self-directed learning.
- Respond appropriately to feedback.
- Develop the skills to know when to ask for help.
- Locate, critically appraise, and assimilate evidence from scientific studies and other resources related to patient and population health problems to guide thinking and practice, both in the classroom and clinical settings.

### **Interpersonal Skills and Communication**

- Effectively communicate with empathy and respect with all individuals regardless of their backgrounds.
- Speak with specialist/subspecialist colleagues to request consultation.
- Educate patients and their families about the nature of their illness, prognosis, and treatment options.
- Deliver case presentations in a complete, concise, and orderly manner.
- Communicate with honesty, sensitivity, and compassion in difficult conversations, including end of life issues, delivering bad news, and workplace conflicts.

## **Professionalism**

- Demonstrate honesty, integrity, and discretion in all personal and professional activities.
- Demonstrate compassion and empathy for all individuals, including peers, patients, faculty, and staff in all interactions.
- Commit to the principles of social justice, advocating for equity and access to care.
- Collaborate effectively, acknowledging the contributions of others.
- Communicate collaboratively with nursing and pharmacy staff to enhance patient care.
- Act in accordance with ethical principles; resolve ethical dilemmas; and prioritize the best interest of the patient.
- Strive for excellence and continuous self-improvement through professional and personal development.
- Recognize the need to balance self-care and wellness with professional responsibilities.
- Demonstrate accountability, reliability, conscientiousness, and responsibility in all professional activities.
- Demonstrate commitment to diversity, inclusion, and tolerance by showing respect and sensitivity for all people and their individual differences and belief systems.
- Represent one's institution(s) and the medical profession in an exemplary fashion; contribute positively to all communities of which one is a member; and hold colleagues accountable for the same.

## **Systems-Based Practice**

- Practice evidence-based and cost-effective medicine, while advocating for patients within the context of the health care system
- Demonstrate an understanding of patient safety and its relationship to quality of patient care.
- Demonstrate an understanding of quality improvement processes.

## **Population Health**

- Recognize the role of emergency medicine in the community at large including access to care and its impact on patient care.

## CUNY SCHOOL OF MEDICINE MD PROGRAM POLICIES

Policies are available on the CUNY School of Medicine website: <https://cunymed.org/policies/>

Please click [here](#) for a 5-minute video summarizing the most important policies for clerkship supervisors including:

- Duty hours
- Absences
- Clinical supervision
- Mistreatment
- Occupational exposures:
  - In the event of an exposure, students should immediately stop what they're doing and ask someone to take over.
  - Needlestick sites should be cleaned with soap and water. Splashes to mucous membranes (e.g., eyes, mouth) should be flushed vigorously with water.
  - The **supervising attending should be notified immediately, and should ask the patient to wait**. The source patient, if possible, should be tested as soon as possible for all bloodborne infectious diseases – HIV, hepatitis B, hepatitis C, and syphilis (RPR) as per the site's protocol.
  - For exposures that **take place at SBH Health System facilities**:
    - If Occupational Health Services (OHS) is open, students should report there immediately for a STAT dose of post-exposure prophylaxis, risk assessment, workup, and post-exposure plan.
    - If OHS is closed, students should report immediately to the SBH Emergency Department. On arrival, students should identify themselves as a CUNY School of Medicine student with an occupational exposure who needs to be seen immediately. If any questions arise, please call the SBH operator at 718-960-9000 and ask to be connected with the Infectious Disease physician on-call.
  - If an exposure occurs at a site outside of SBH Health System and that site does not have their own post-exposure meds and protocol: students should proceed immediately to the SBH ED and follow the same instructions as above.

If you have any policy-related questions, please feel free to contact:

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