Advanced Practice Selective in Emergency Medicine and Urgent Care
APSM 409-01

Faculty:
Tracy M. DeSelm, M.D

Prerequisites:
Completion of Third Year

Offered:
Periods 2-11

Min. Enrollment:
2

Max. Enrollment:
2

Duration:
One Elective Period

Meeting Times:
schedule will be emailed prior to first day of rotation

Credit Hours:
6

Meeting Place:
TBA

Clinical Goals: What will student be able to do as a result of this rotation?
1. Perform appropriate histories and physical exams in order to diagnose and manage urgent care problems in the undifferentiated emergency medicine patient
2. Perform various procedural skills, including, but not limited to, abscess I and D, laceration repair (simple and more complex), splint placement, eye FB removal, ear FB removal, simple orthopedic reductions
3. Participate in EM lecture series, and simulation labs on pertinent EM topics.

Learning Objectives:

Structure of rotation:
70% (14 shifts) in ED Team D
20% (8 hrs weekly) in conferences
10% (APS writing requirements)

Learning Activities:

Contact: Email: tracy_deselm@med.unc.edu  Phone: (919) 928-4026.

Notes:
1. Schedule preferences need to be made 2 weeks in advance of the first day of the rotation with Kari Corker  kari_corker@med.unc.edu.  Requests need to be limited to School of Medicine events (tests, conference presentation, etc.)
2. Requests off will try to be granted, but cannot be guaranteed.
3. Ms. Corker should only be contacted after this time for emergencies (illness, death in the family, etc.)
4. Other scheduling changes need to be initiated by the student through trade with another student.
5. Holidays off will be the same as the scheduled medical school holidays.
Advanced Practice Selective in Wilderness Emergency Medicine
APSM 409-04

Faculty:
Stephanie Lareau

Prerequisites:
Completion of third year

NOTE: Applicants must have camping/backpacking skills and equipment and should be in sufficient physical condition and health to complete a 4-day overnight field experience with a trek through the mountains (elevation under 8,000 ft) as a requirement for successful completion of the elective.

Offered:
11 – per availability

Duration:
One month

Meeting Times:
TBA

Credit Hours:
6

Meeting Place:
TBA

Clinical Goals:
• Act as a medical group leader in backcountry or other remote settings
• Advise a wilderness travel group concerning care and evacuation of ill or injured members
• Plan for the medical support of wilderness and adventure travel experiences
• Manage common illnesses and injuries in an austere environment with limited resources
• Understand the physician’s role in search and rescue
• Identify and plan for special hazards in a variety of extreme environments
• Demonstrate basic competence in exotic travel and wilderness survival skills

NOTE: YOU MUST SELECT THE COURSE, CHECK ON SPACE AVAILABILITY, GET APPROVAL BY CONTACTING TRACY DESELM tmdeselm@med.unc.edu, INCLUDING THE NAME OF THE CONTACT PERSON DIRECTING THE COURSE, FILL OUT ANY NECESSARY APPLICATIONS, AND BE RESPONSIBLE FOR ANY EXTRA FEES THE COURSE MAY INVOLVE.

One contact website is: http://www.wms.org/education/elective.asp

Learning Objectives:
Clinical evaluations will be performed by instructors on site; APS specific writing and project requirements will be evaluated by UNC faculty

Learning Activities:

Contact:
Email:
Administrative assistant: kari_corker@med.unc.edu 843-8067
Advanced Practice Selective Emergency Medicine at UNC
APSM 409-05

Faculty:
Tracy DeSelm, MD

Prerequisites:
Completion of third year

Offered:
2-11

Duration:
One month

Meeting Times:

Credit Hours:
6

Meeting Place:

Learning Objectives:
1) Utilize the skills of patient history and physical diagnosis to diagnose and manage acute care conditions in the undifferentiated ED patient.
2) Develop accurate and succinct communication skills for oral presentations and consultations which provide comprehensive information transfer in the ED setting.
3) Integrate evidence-based medicine practices into the routine diagnosis and management of patients in the ED.
4) Gain proficiency in the basic procedures required for the management of acutely ill or traumatized patients. Such procedures include, but are not limited to, arterial puncture, suture placement, BVM ventilation, and central line placement.
5) Bedside sonography experience to enhance the physical diagnosis and treatment for a wide array of ED presentations: cardiopulmonary arrest, trauma, dyspnea, vaginal bleeding, abdominal pain, kidney stones, etc.
6) Develop an awareness of the complex ethical issues involving the practice of emergency medicine.
7) Continue to develop professionalism and ethical principles in caring for patients and relating to patients families and others involved in patient care.

Learning Activities:
Students will participate in:
1) A minimum of 7 nine-hour clinical shifts in the ED. Student will have clinical experiences at UNC Medical ED.
2) A minimum of 2 days of supervised ED ultrasound experience.
3) Evidence-based review of medical literature in conjunction with emergency medicine department Journal Club and weekly didactic conferences.

Evaluation:
Students will be evaluated by:
1) Each attending with whom the student is scheduled to work clinically. This evaluation is completed by the responsible attending.
2) Attendance and participation at conferences
3) Direct observation assessment.

Special Notes:
Contacts: tracy.deselm@med.unc.edu, (919) 843-8067 (Kari Corker) or (919) 966-6442 (main EM office)

1. Schedule preferences need to be made 2 weeks in advance of the first day of the rotation with Kari Corker kari_corker@med.unc.edu. Requests need to be limited to School of Medicine events (tests, conference presentation, etc.)
2. Requests off will try to be granted, but cannot be guaranteed.
3. Ms. Corker should only be contacted after this time for emergencies (illness, death in the family, etc.)
4. Other scheduling changes need to be initiated by the student through trade with another student.
5. Holidays off will be the same as the scheduled medical school holidays.
Advanced Practice Selective Emergency Medicine in East Africa
APSM 409-06

Faculty:
Ian B.K. Martin, M.D., Benjamin Moyo, M.D.
Assistant Professor, Emergency Medicine and Internal Medicine
Simmons Scholar
Director, Global Emergency Medicine
Associate Program Director, Emergency Medicine Residency

Prerequisites:
Completion of 3rd year

Offered: All Blocks – contact ian_martin@med.unc.edu for permission.

Min. Enrollment: 2

Duration: one elective period

Credit Hours: 6

Meeting Place: TBD

1. To discuss the importance of malaria as a consideration in patients presenting with febrile illness in the Tropics.
2. To describe public health measures aimed at preventing malaria.
3. To recognize and explain the burden HIV disease in Sub-Saharan Africa.
4. To diagnose and appropriately treat malaria, typhoid, tuberculosis, and brucellosis, among other infectious diseases.
5. To diagnose and appropriately treat a variety of skin and soft tissue infections, including cellulitis and tinea, etc.
6. To compare and contrast the delivery of medical care in a resource-limited setting versus that of the United States.

Learning Objectives:
1. Pre-test (To be completed before departing the UNC-Chapel Hill campus)
2. Independent study (Assigned readings to be completed in advance of travel to clinical site)
3. International practicum (To be done abroad)
4. Post-test (To be completed at conclusion of rotation)

Notes:
CONTACT ian_martin@med.unc.edu FOR PERMISSION, AND ALSO AT LEAST 4-5 MONTHS BEFORE THE ROTATION IN ORDER TO MAKE ARRANGEMENTS.

Contacts: Email: ian_martin@med.unc.edu, tracy_deselm@med.unc.edu
Assistant: kari_corker@med.unc.edu 919-843-8067
Advanced Practice Selective Geriatric Emergency Medicine and Transitions of Care, UNC Hospitals
APSM 409-07

Faculty: Nikki Waller, MD; Lindsay Wilson, MD; Ellen Roberts PhD, MPH; Kevin Biese MD, MAT
Offered: Blocks 7, 11
Max. Enrollment: 6

Learning Objectives:
1. Provide care for older adult patients in the Emergency Department
2. Recognize the unique and atypical presentation of disease in older adults
3. Understand and recognize the challenges in triaging older adults who present to the emergency department
4. Describe how to appropriately treat pain in the older adult patient in the emergency room
5. Describe how to appropriately manage delirium in the older adult patient in the emergency room
6. Perform a cognitive exam on older patients in the emergency room to assess for delirium and dementia
7. Describe why older adults are at higher risk for iatrogenesis and provide examples of iatrogenesis
8. Perform a medication reconciliation on admission to and discharge from the emergency room
9. Recognize high-risk medications that should be avoided in older adults and provide examples of safer alternatives
10. Explore issues of care transitions specifically relating to older patients seen in the Emergency Department
11. Outline the key steps that ensure a safe disposition for an older adult, specifically on a discharge to home or a long-term care setting
12. Assess social support in the home and community of an older adult patient and make recommendations for additional supports should they be needed
13. Assess an older adults’ risk for falls and make recommendations to reduce risk of falls
14. Understand the diverse role of caregivers in the care of older adults
15. Develop a presentation on a specific issue related to care transitions
16. Enhance their basic Emergency Department procedure skills possibly including, but not limited, to IV placement, splinting, suturing, lumbar punctures, ECG acquisition, and possibly airway management and central venous access

Learning Activities: Participating students will work five 8 hour emergency department shifts, during which time they will focus on caring for older patients with emergency physicians with expertise and interest in geriatrics. While caring for these patients, the students will ask permission from the patients or care givers to follow up with a total of 10 patients, including an in-person visit to their living environment and/or hospital setting to which they are admitted. The students will be asked to answer a set of questions for each patient they follow, focused on the aspects of care transitions to which they are exposed. They will also be exposed to the care of patients in long-term care facilities and the challenges of transferring patients in and out of these facilities to other care settings (such as the Emergency Department). Furthermore, while in the ED, students will be encouraged to participate in procedural aspects of multiple patients’ care as per the objectives above.

There will also be four 2-3 hour class meetings with lectures, interactive sessions, and simulations focused on the care of older adults including challenges in transitions of care, trauma, abdominal pain, long term care, polypharmacy, delirium/ dementia/ depression, and iatrogenic injury. Finally, the class will conclude with a seminar of presentations by each student on a specific topic of interest relating to care transitions.

Evaluation: Dr. Waller will provide evaluations for each student. Evaluations will be based on the following:
1. Attendance at and performance during emergency medicine shifts, long-term care experiences, follow-up care encounters, and interactive class sessions.
2. Quality of transitions of care presentation at the end of the rotation.

Special Notes:
Nikki Waller, MD, nikki_waller@med.unc.edu
Lindsay Wilson, MD, lwilson3@unch.unc.edu
Ellen Roberts, PhD, MPH, ellen_roberts@med.unc.edu
Kevin Biese, MD, MAT, kevin_biese@med.unc.edu
Kari Corker, kari_corker@med.unc.edu